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"Ye Mariners of England."

[See page 197.]

THE
PALMERSTON
READERS

BOOK IV



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PREFACE

The first object of the present series of Reading Books is to provide good, fresh, and interesting lessons, of a kind to catch the instant attention of young readers, to foster in them a love of reading, and to cultivate their taste. A second object has been kept in view, namely, to inculcate, by hint and suggestion rather than unmasked precept, those virtues private and public which in either sex go to make the good citizen. In particular, the later books of the series are designed to help the pupils to realize their citizenship of the British Empire, and to encourage a true-hearted and intelligent patriotism. Stories of exploration and industry, of heroic deeds and everyday life in all parts of the British dominions, should give the readers clear ideas of the extent and the varied character of the Empire and its peoples, at once enlarging their knowledge and widening their sympathies. This imperial scope of the series suggested its title, for the name of Viscount PALMERSTON is to-day honoured by all parties as that of a resolute champion of the might and standing of Britain.

Every prose lesson is followed, in Book I. by a transcription exercise, in the other books by a threefold composition exercise founded upon it. These exercises form a systematic graded series, and any pupil who has carefully worked them should have attained some com-

mand of simple constructions. At the end of each book are lists of words for spelling, selected from the reading lessons, and grouped according to the principles of word-building. The notes and meanings which follow, in the later books, explain all words and allusions of special difficulty, and are illustrated wherever an illustration adds interest or lucidity to the explanation. Finally, to the second and all following books a brief English grammar has been appended. In this the Sentence is taken as the starting-point, the exposition has been made as simple and as logical as possible, and the examples and exercises are taken from the reading lessons.

The illustrations have for the most part been drawn specially for the series, by some of the best modern artists in black and white. In the earlier books, pictures artistically printed in colours have been included, as specially attractive to the very young.

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* * The titles in Italics are those of Poetical Lessons

FOURTH BOOK.

THE LAST VOYAGE OF SIR HUMPHREY GILBERT.

1. One beautiful day in early summer, some three hundred years ago, the sea-shore at Plymouth was thronged with crowds of gay and happy people. Men and women, boys and girls, were all keeping holiday; for Sir Humphrey Gilbert, their famous neighbour, was to sail that day to fulfil the dearest wish of his heart.

2 For years Sir Humphrey had longed to sail across the western ocean to Newfoundland, and take possession of that land in the name of the queen. Many years passed before Queen Elizabeth granted permission to the bold seaman and soldier; and when at last her permission was granted, his first attempt met with failure.

3. But now, on this fine June day, he was to start for the second time. His five small ships were manned with sturdy sailors, ready to face the perils of the long, slow voyage. Many weeks would pass before they sighted land, and meanwhile their food would be coarse, their labour hard, and their lives at the mercy of the deep.

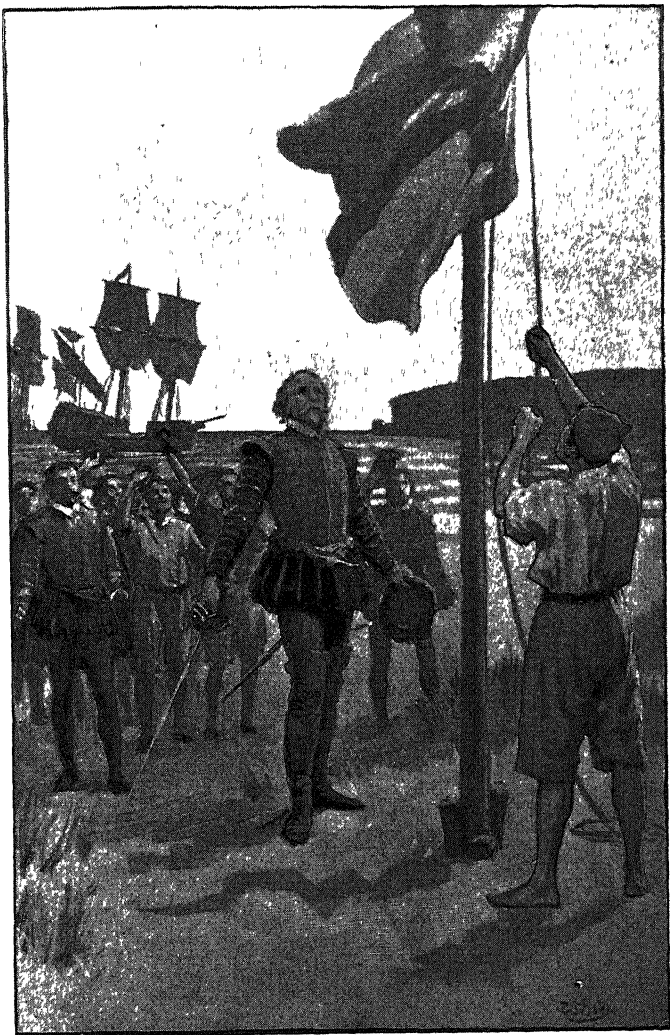
4 On board, too, were nearly three hundred passengers, many of whom were smiths and masons, eager to find new homes over the sea. The hearts of some of the people on shore were heavy as they thought of their friends leaving them, perhaps for ever. But the air rang with cheers as the ships sped out of the harbour, and good wishes followed the mariners as they disappeared into the west.

5. Not all the ships completed the voyage thus begun. One put back into Plymouth two days after the start, for sickness had broken out, and the men would go no farther. The other four ships held on; but Sir Humphrey lost sight of two in a fog, and only met them weeks later, when he arrived at Newfoundland.

6. There he went ashore, and, pleased with what he saw of the country, he set up the flag of England, and in the name of the queen took possession of the harbour, and of all the land for miles on every side. Thus Sir Humphrey Gilbert founded the first of the British colonies.

7. The little colony was not easy to govern, for many of the men were rough and lawless. Soon the best of the company begged to be taken home. Leaving one of his ships to convey them to England, Sir Humphrey set sail with the others to explore the coast.

8 Nine days later the largest vessel ran aground,



Sir Humphrey Gilbert hoists the English Flag on Newfoundland.

and was lost. Then Sir Humphrey gave the order to sail for home. Of his two ships, one, the *Squirrel*, was a little craft that lay low in the water under her load of guns. It was on this vessel that Sir Humphrey remained, though his comrades begged him to go aboard the larger ship, the *Golden Hind*.

9. One September day, as the vessels sailed by the south of the Azores, they were caught by a storm. The raging waves broke over the low decks of the *Squirrel*, the roaring wind split her sails and carried away her rigging. Gallantly the seamen held to their little craft. They worked with might and main to keep her afloat, sustained by the undaunted courage and the cheery words of their brave leader.

10. In the afternoon, when the wind had dropped, the men on the *Golden Hind* saw Sir Humphrey sitting on deck, an open book on his knees. As the vessels came within speaking distance, his ringing voice was heard: "Cheer up, my lads! we are as near to heaven by sea as by land".

11. Darkness sank upon the waters, and the watch on board the *Golden Hind* fixed an anxious gaze on the lights of the *Squirrel*. Suddenly, at midnight, the lights were no longer to be seen. A cry arose, "The general is cast away!" and the captain of the *Golden Hind*, who tells the sad tale, adds: "It was too true, for in that moment

the frigate was devoured and swallowed up by the sea”.

(a) Make complete sentences of the following by supplying predicates.—1. Sir Humphrey 2. Queen Elizabeth 3. His five small ships 4. nearly three hundred passengers. 5. Thus Sir Humphrey Gilbert 6 The little colony

(b) Use in sentences the following, (i) as *nouns*, and (ii) as *verbs*. sail, wish, start, cheer.

(c) Make from the words in (b) words ending in *-s*, *-er*, *-ed*, *-ing*.

SIR HUMPHREY GILBERT.

- 1 Eastward from Campobello
Sir Humphrey Gilbert sailed,
Three days or more seaward he bore,
Then, alas! the land wind failed.
2. Alas! the land wind failed,
And ice-cold grew the night;
And never more, on sea or shore,
Should Sir Humphrey see the light.
- 3 He sat upon the deck,
The Book was in his hand;
“Do not fear! Heaven is as near”,
He said, “by water as by land!”
- 4 In the first watch of the night,
Without a signal’s sound,
Out of the sea, mysteriously,
The fleet of Death rose all around.
5. The moon and the evening-star
Were hanging in the shrouds;
Every mast, as it passed,
Seemed to rake the passing clouds.

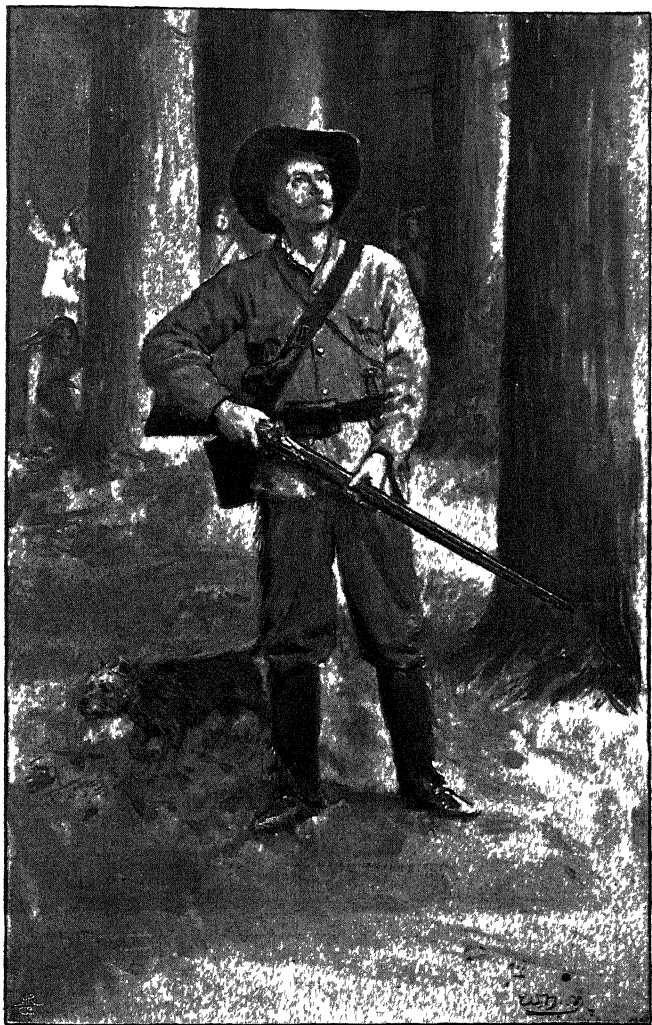
6. They grappled with their prize,
At midnight black and cold'
As of a rock was the shock,
Heavily the ground-swell rolled.
- 7 Southward through day and dark
They drift in close embrace,
With mist and rain, to the Spanish Main:
Yet there seems no change of place
- 8 Southward, for ever southward,
They drift through dark and day.
And like a dream, in the Gulf Stream
Sinking, vanish all away.

—*Longfellow.*

DAVID DOUGLAS.

1. Many years ago, a young Scotch gardener named David Douglas was sent from this country to study the plants of British Columbia, and send home those that would grow in this country and be useful to us.

2 He arrived in spring, and by the end of autumn he had only been in a house or slept in a bed three times. His life was spent in the open air. He would wander about with his gun on his shoulder, and the tin box in which he stored his plants strapped on his back, and was attended only by a shaggy Scotch terrier. The Indians soon knew his face and took him for a "big medicine man". The trappers called him "the Grass-man".



David Douglas.

3. His life was frequently in danger. On one occasion he wished to obtain a certain kind of fir-cone. Before he could reach the grove where the trees grew, he met and escaped many perils, only to find that the cones were growing at too great a height for him to reach. What was to be done?

4 He was unable to climb the trees and cut down the cones, so he took his gun and tried to shoot them down. But the report of his gun speedily brought to the spot many Indians, who surrounded him, threatening him with their knives, their bows and arrows, and their bone-tipped spears. He had invaded their sacred grove; he had dared to fire upon their sacred trees; he must die! With great difficulty he managed to calm their anger and escape.

5 In returning, he lost his way in the forest, and nearly died from starvation. On all sides were hostile Indians, and, to add to his misery, a raging storm came on. Twelve days he spent in the greatest wretchedness and danger before he, at last, reached camp.

6 Often his life was only saved by his coolness and presence of mind. By shooting a bird which was flying overhead, he once so impressed the natives that they were afraid of him. At another time he took from his pocket a little white sherbet powder, put it into water, stirred it with

his finger to make it fizz, and drank it before them.

7 The effect on the natives was wonderful. A man who could swallow *boiling water* was not to be interfered with, especially one who could boil it with his finger!

8. Sometimes he struck terror into their hearts by lighting his pipe with a pocket lens, or by wearing blue spectacles. If he wished to reward a chief, he would, as a great favour, shave him with his razor, or string a shilling through his nose.

9 For three years he endured this hard life, collecting and sending home plants unknown in this country. He took one brief holiday at home, after which he returned to his lonely hut in the Canadian forest. Seven years passed away, and then Douglas resolved to return to his native land for good.

10. On the homeward voyage his ship touched at one of the Sandwich Islands. Ever eager to learn, Douglas went on shore, and climbed the hills to look for strange plants.

11. Before starting, he was warned to avoid the pits dug by the natives for entrapping wild cattle. Unluckily his footsteps led him near one of these pits. He missed his footing, and fell headlong into the pit, which already contained a captured bullock. The enraged creature turned on his

unwilling companion, and in a few minutes gored and trampled him to death.

12. Douglas was still a young man when he met with this terrible death. But he had made good use of his short life. Many of the plants and shrubs in our gardens were introduced into this country by him; and his name is not likely to be forgotten in British Columbia so long as there stands one of the stately and gigantic "Douglas Pines".

(a) Supply subjects.—1. . . was sent from this country. 2. . . was spent in the open air. 3. On all sides were . . . 4. . . was wonderful. 5. . . went on shore. 6. . . led him near one of the pits.

(b) Use in sentences, (i) as *verbs*, (ii) as *nouns*: study, plant, back, climb.

(c) Make from words in (b) forms ending in *-s*, *-er*, *-ed*, *-ing*.

MABEL HOWARD: A TALE OF A FOREST FIRE.—I

1. "Children, I will dismiss you now. The air is becoming so thick with smoke that I'm afraid bush-fires have broken out not far off. You had better all go home as quickly as you can."

2 So spoke Miss Nelson, the teacher of a country school in northern Ontario. It was about three o'clock in the afternoon, and in less than two minutes the school-house was empty.

3. For six weeks there had been little or no rain; fire had broken out in the bush in different places, but as the weather had been calm, it had

not spread, but had quickly burnt itself out. Now, however, wind had sprung up, fire had broken out again, and great clouds of smoke were already blowing over the school-house.

4. When the children separated and went off in different directions, one little party of three took a road leading directly north. These were Mabel Howard, a girl of sixteen, and the two brothers Tim and Harry Lennox, aged eleven and nine years. The parents of these children lived three miles from the school-house on adjoining farms, which were not likely to be reached by bush-fires; so the young people had no fear for the safety of their own homes.

5 They trudged cheerily on until they came to a belt of forest about half a mile broad, through which their road lay. Here the smoke was becoming dense, but the children, not expecting that the flames could reach so far, entered the wood without hesitation. They had not gone a hundred yards when the heat became unbearable; and, borne down by the westerly breeze, a roaring sound, like the rushing of mighty waters, fell upon their ears.

6 Presently the hissing and crackling of the flames told them that the fire was fast sweeping towards them.

“Back—back to the clearing! We can’t get through!” cried Mabel, turning to run.

7. Then, stopping as suddenly as she had started off, she exclaimed:

“Oh, those poor children, Gertrude and Crissy Moore! I met their mother this morning, and she told me that she and Mr. Moore would be away from home all day, and that the children would be alone. The house is two miles from here, and close to the woods. The fire will soon reach the house, and the poor little girls will be burnt to death!

8. “Come, boys, come! We must outrun the fire and get there in time to save them. Let us make a race for it!”

And the three set off along the fields by the edge of the forest.

9. They started at full speed, and soon found that they were outstripping the flames. But great billows of smoke were rolling all around them, and before they had gone three-quarters of a mile the two boys sank to the ground, overcome by the heat, and almost stifled by the smoke.

10. What was to be done? Mabel could not leave them there in the path of the fire; and yet she dared not delay. Looking around in dismay and terror, her eyes fell on a well-known landmark—a small, placid lake.

11. “Come, boys,” she cried; “try again. The lives of you and me and the Moore children

depend upon our not giving way. The lake is just beyond us there. Hold tight to me, and I'll take you to it." And, half dragging the nearly



unconscious lads, she brought them at last to the water's edge.

12. All three threw themselves down and drank as they had never drunk before. Then the boys declared they were ready to go on; but Mabel said, "No, lie down on the ground. The smoke will not reach you there; and if the fire creeps across the field, wade out into the lake, where

you will be quite safe till I can come back for you."

13. The boys lay down as she bade them, and then the heroic girl pushed on alone. During the delay the fire had gained on her, and as she raced on in front of the roaring flames, she had to halt and stoop low to the earth to get a breath of pure air.

(a) Supply object or completion.—1. One little party of three took 2. The young people had 3. The children entered 4. She told me . . . 5. The fire will soon reach

(b) Use in sentences, (i) as *nouns*, (ii) as *verbs*. smoke, fire, heat, race.

(c) Make from words in (b) forms ending in -s, -er, -ed, -ing.

MABEL HOWARD: A TALE OF A FOREST FIRE.—II.

1. At last, breathless with running, Mabel reached Mr. Moore's farm. The two little children were clinging to each other, screaming for help. No time was to be lost. The awful sea of fire was already bursting through the trees! Gently laying the children face down upon the ground, Mabel dipped her light woollen shawl in a pail of water, drew it over her head, and ran swiftly to the well at the back of the house.

2. Over the well was an old-fashioned windlass, around the drum of which was a rope attached to a great bucket. The ready-witted girl lowered the bucket rapidly to the bottom, and drawing it

up again empty, found that the water must be less than two feet deep.

3. The air was now so hot, that in order to breathe she had to draw a fold of the wet shawl over her mouth and nose. While doing this she noticed a pile of firewood standing in the yard. Hurrying to it, she brought back an armful of blocks, which she threw into the well. This action she repeated until, letting down the bucket again, she found that the blocks of wood stood above the level of the water.

4 Running back to the house, she tore the blankets from the beds, snatched little Crissy up in her arms, and bidding Gertie hold on to her frock, hurried again to the well. To drop the blankets to the bottom, place the children, one at a time, in the bucket and lower them down, was the work of a few moments. Then letting the bucket remain below, she grasped the rope, slid down hand over hand, and joined the terrified children in their strange place of refuge.

5. The descent was made not a moment too soon; the flames were already rushing over the dry grass and stubble. In another minute the rest of the wood-pile was ablaze, and a sheet of flame swept over the well. The rope, catching fire at the top, quickly burnt through, and fell plump upon the heads of the children.

6. For hours they cowered in terror, watching

the whirling smoke, and listening to the roaring flames above. By and by the noise grew less, the smoke cleared; and, quite worn out, Mabel and her little charges fell asleep.

7 At last Mabel was awakened by Crissy's plaintive cry, "I want my breakfast!" and found that the sun had risen upon another day. It was impossible to get out of the well. Mabel, though her heart was full of fear, did her best to comfort the little ones, hoping that at last someone would rescue them.

8 Several anxious hours passed away. The sun had risen high in the heavens, when at last hurried footsteps were heard approaching. The anxious mother had reached her home, to find nothing but charred and glowing embers. A cry of despair broke from her when she could find no trace of her darlings.

9. But what is that? Her cry is answered by a faint shout! She stands eagerly listening. Again the shout is repeated—it sounds like a voice from the ground. A sudden thought strikes her. She rushes to the well, leans over the blistered curb, and from the depths the cheering words reach her ears: "It's I, Mabel Howard. Gertrude and Crissy are with me."

10. Kneeling down by the brink, and peering into the darkness, Mrs. Moore caught a faint glimpse of the children, and uttered a glad cry

of thankfulness. Then, opening a little parcel of cloth she had bought in the town, she tore the cloth into strips, and tied a number of them together. Fastening a stone to one end of the



line she lowered it to Mabel, who quickly tied the rope to it. Then Mrs. Moore drew up the rope and fastened it again to the windlass.

11. "Send Baby up first!" she cried joyfully. In a few moments the delighted little one appeared in the bucket at the mouth of the well, and was clasped in her mother's arms. Gertrude

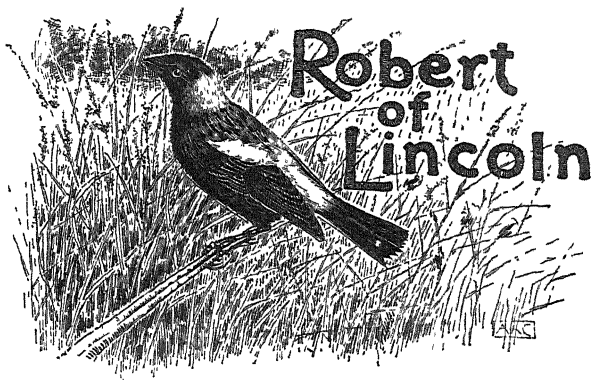
came next, and then Mrs. Moore exclaimed: "What shall we do now, Mabel? You are such a heavy lump of goodness that I'm afraid I can't wind you up."

12. "Never mind me," laughed Mabel cheerily; "just lower the bucket again and let me send up the blankets, and then I will make my own way out." Up came the blankets; the bucket made another descent, and Mabel, grasping the rope with both hands, and leaning far back, planted her feet firmly against the rough wall, and walked up to daylight as cleverly as any boy could have done.

13. Imagine the words of heartfelt thankfulness with which she was greeted by the fond mother. Imagine, too, Mabel's joy when, on reaching home, she found that the little Lennox boys whom she had left at the lake had also escaped unhurt. Mr. Moore's house was soon rebuilt, and in his best room hangs the portrait of the brave girl to whose courage and quick wit he owed the safety of his children, the sunshine of his home.

(a) Insert phrases answering question 'When?'—1. . . Mabel reached Mr. Moore's farm. 2. . . she noticed a pile of firewood. 3. The descent was made . . . 4. . . the rest of the wood pile was ablaze.

(b) Use in sentences, (1) as *verbs*, (11) as *nouns*. help, face, level, water.



1. Merrily swinging on briar and weed,
 Near to the nest of his little dame,
 Over the mountain-side or mead,
 Robert of Lincoln is telling his name:
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink;
 Snug and safe is that nest of ours,
 Hidden among the summer flowers.
 Chee, chee, chee.

2. Robert of Lincoln is gaily drest,
 Wearing a bright black wedding-coat;
 White are his shoulders and white his crest,
 Hear him call in his merry note:
 Bob-o'-link, bob-o'-link,
 Spink, spank, spink;
 Look what a nice new coat of mine,
 Sure there was never a bird so fine.
 Chee, chee, chee.

3. Robert of Lincoln's Quaker wife,
Pretty and quiet, with plain brown wings,
Passing at home a patient life,
Broods in the grass while her husband sings:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Brood, kind creature, you need not fear
Thieves and robbers while I am here.
Chee, chee, chee.
4. Modest and shy as a nun is she;
One weak chirp is her only note.
Braggart, and prince of braggarts, is he,
Pouring boasts from his little throat:
Bob-o'-link, bob-o'-link,
Spink, spank, spink,
Never was I afraid of man;
Catch me, cowardly knaves, if you can!
Chee, chee, chee.
5. Six white eggs on a bed of hay,
Flecked with purple, a pretty sight!
There as the mother sits all day,
Robert is singing with all his might:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Nice good wife that never goes out,
Keeping house while I frolic about.
Chee, chee, chee
6. Soon as the little ones chip the shell,
Six wide mouths are open for food;
Robert of Lincoln bestirs him well,
Gathering seeds for the hungry brood:

Bob-o'-link, bob-o'-link,
Spink, spank, spink;
This new life is likely to be
Hard for a gay young fellow like me.
Chee, chee, chee

- 7 Robert of Lincoln at length is made
Sober with work, and silent with care;
Off is his holiday garment laid,
Half forgotten that merry air:
Bob-o'-link, bob-o'-link,
Spink, spank, spink,
Nobody knows but my mate and I
Where our nest and our nestlings lie.
Chee, chee, chee.

8. Summer wanes; the children are grown;
Fun and frolic no more he knows;
Robert of Lincoln's a humdrum crone;
Off he flies, and we sing as he goes:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
When you can pipe that merry old strain,
Robert of Lincoln, come back again.
Chee, chee, chee.

—*W. C. Bryant.*

A SNOWSTORM ON THE PRAIRIES; OR LITTLE HAMMER.—I.

1. Little Hammer was not a success; the officers of the Hudson's Bay Company said he was "no good". The Mounted Police kept an

eye on him; and the other Indians would have nothing to do with him.

2. But Little Hammer did not seem to care. He visited the Company's store regularly; saluted Sergeant Gallatly of the Mounted Police with a familiar "How!"; borrowed tobacco of the trappers, and, strange to say, paid it back.

3. He was a vagabond Indian, and an outcast. In the winter of 1870 he was driven from one place to another, starving and homeless, and came at last, thin and nearly dead, to the post at Yellow Quill.

4. One night he was sitting in the store, silently smoking, when Sergeant Gallatly entered. Little Hammer rose, offered his hand, and muttered "How!"

5. The Sergeant thrust his hand aside, and said sharply: "When I take your hand, Little Hammer, it will be to put handcuffs on your wrists."

6. That very night Sergeant Gallatly fulfilled his threat. Little Hammer was really handcuffed, and, as the prisoner of the Sergeant, was to be taken across the black prairie to the distant police-station. The charge against him was that he had suddenly stabbed a trapper, who in days gone by had cruelly wronged him.

7 The next day a fearful snowstorm arose, and two men were lost on the prairies. One was Sergeant Gallatly, the other was Little Hammer.



"The Indian slipped from his horse and walked beside the other man."

The horses they rode trotted along so close together, that the leg of the Indian rubbed the leg of the white man.

8. A blizzard, with its steely air and fatal blast, is a terrible thing at all times; but these bitter blasts, these wild curtains of snow, were deadly. The sun above was shut out, the earth beneath was trackless.

9. "What could Sergeant Gallatly expect, riding with Little Hammer the outcast?" said the trappers in their comfortable quarters. Surely the elements were in arms against them. As the storm increased and the cold grew more intense, Gallatly swayed to and fro in his saddle.

10. Already he had loosed the hands of Little Hammer. A dreadful pain was gnawing at his heart, and his body ached as though pierced with a thousand needles. At one moment he laughed wildly, forgetting his pain; the next he fell sleepily forward on the neck of his horse. The Indian rode straight, and neither wavered nor wandered in mind, but at last slipped from his horse and walked beside the other man.

(a) Insert phrases answering question 'Where?'—1. The Indian was driven . . . 2. The Indian came at last . . . 3. Two men were lost . . . 4. The Indian was sitting ..

(b) Use in sentences, (i) as *nouns*, (ii) as *verbs*. store, charge, stab, hand.

(c) Make from words in (b) words ending in *-er*, *-ed*, *-ing*, *-s*.

A SNOWSTORM ON THE PRAIRIES; OR,
LITTLE HAMMER.—II

1. It was at this moment that the Sergeant heard his name, "Sergeant Gallatly! Sergeant Gallatly!" called through the blast. He thought it came from the skies or from some other world. But the voice called again, "Sergeant Gallatly! keep awake! Keep awake! you die! That's it. Yes. How!"

2. Then he knew that it was Little Hammer calling in his ear and shaking him, that the Indian was dragging him from his horse; but he only nodded—nodded. But Little Hammer, still striving to keep him awake, cried, "Walk! you walk, yes!" and struck him again and again. But one arm of the Indian was under his shoulder and around him, and the voice was anxious and kind.

3. Slowly it dawned on Gallatly's mind that Little Hammer was keeping him alive against his will; then his mind wandered, and he forgot the terrible cold, the aching at his heart, and the pain in his body. And yet something kept thundering on his body, a harsh voice shrieked at him, and there seemed to be many lights dancing over his shut eyes. Then darkness came over him, and he knew not how long he remained unconscious.

4. When at last his eyes opened he was in the fort; someone was pouring hot coffee between his teeth, and after a time he heard a voice say: "Yes. You see he was a prisoner, but he saved his captor."

5. Then someone replied, and the words slowly entered Gallatly's mind: "The feet of Little Hammer were like wood on the floor when you brought the two in, and lucky for them you found them."

6. "Private Bradshaw," said the first voice again, "you do not know Little Hammer, or his story. You wait for the trial; you will see I have something to say."

7. Sergeant Gallatly's mind was so numbed that he did not grasp the meaning of the words, and he sank back into complete forgetfulness. So he remained for hours, for weeks, and then he awoke, his mind as clear as ever.

8. It was March when his memory and strength vanished. It was May when he recovered and thought of that fight for life on the prairie; of the hands that smote him so that he should not sleep; of Little Hammer, the prisoner, who had driven back death from his captor, and brought him to the place where he himself was to receive punishment.

9. But Little Hammer's sentence was but light, for the Sergeant could not bear to press the

charge against the man who had saved his life. When the people heard his story, they were all moved with pity for the poor Indian, whose wife had been killed and whose life had been wrecked through the wickedness of the white trapper whom he had slain. The judge sent him to prison for only one month.

10. He might have made it a thousand months, it would have been the same to Little Hammer; for when, on the last morning of that month, they opened the door to set him free, they found that death had come before them. Little Hammer lay cold and still, and upon the door was scratched the one word "How!"

—Adapted from *Gilbert Parker's*
"Pierre and his People". By permission.

(a) Insert words or phrases answering question 'How?'—1 The Indian struck him . again and again. 2. the fact dawned on Gallatly's mind 3 Little Hammer was keeping him alive . . 4. Sergeant Gallatly awoke . .

(b) Use in sentences, (i) as *nouns*, (ii) as *verbs*: name, walk, mind, nod.

(c) Make adjectives from the nouns: moment, world, luck, life.

THE RANCHMAN'S RIDE.

1. Hurrah for a ride on the prairies free,
 On a fiery, untamed steed,
 Where the curlews fly and the cayotes cry,
 And the fragrant breeze goes whispering by;
 Hurrah! and away with speed.
2. We are off and away, like a flash of light,
 As swift as the shooting-star,

As an arrow flies towards its distant prize,
On! on we whirl toward the shimmering skies,
Hurrah! hurrah! hurrah!

3. As free as a bird o'er billowy sea
We skim the flowered divide,
Like sea-mews strong we fly along,
While the earth resounds with galloping song,
As we plunge through the fragrant tide.

4. Away with your rides in crowded towns!
Give me the prairie free,
Where the curlews fly and the cayotes cry,
And the heart expands 'neath the azure sky;
Ah! that's the ride for me.

—W. L. Chittenden.

RUTH'S POODLE: A CANADIAN SCHOOL TALE.—I.

1 “Why, not off to school yet, Ruth? I thought you had made up your mind always to be in time. It is twenty minutes to nine, and you have still to put on your cap and cloak.”

2 “Oh, I'll be in plenty of time, mother; I'm sure I shall. I can go to school in a quarter of an hour when I walk quickly, so I have still five minutes to spare,” replied Ruth, hastening to put on her flannel-lined cloak, fur cap, and warm woollen mittens.

3. Ruth Melville was a Toronto girl, and she was twelve years old. She attended the Dufferin

School, a school which, having been opened by Lord Dufferin when he was governor of the Dominion of Canada, was called after him. She was a kind-hearted, good girl; but I am sorry to say she had the bad habit of being very often late for school.

4 Many a time Ruth had promised her mother and her teacher to try to be punctual, but every now and again she would be late once more. On the present morning there was a special reason for being in time. Her class had resolved from that very day to try to gain a prize for punctuality.

5. The clock on the College tower was striking a quarter to nine as Ruth left the house. "I must walk quickly," she said to herself. "But I shall be in good time, though I wish I had left home five minutes sooner."

6 The morning was delightfully crisp and bright. The snow on the pavement creaked under her feet as she hurried along. In the centre of the street, swiftly gliding sleighs, with bells all merrily jingling, passed and re-passed each other on the smooth, hard-beaten track they had made for themselves through the snow.

7. Christmas was at hand. The shop windows were gay with pretty things of every kind, and once or twice Ruth could not help stopping to look at them. But, remembering her promise, and anxious not to disappoint her teacher and

her school-fellows, she tore herself away from the gay show, and quickened her pace to a run.

8. She had run but a few yards, when she was arrested by a low cry, half moan, half whine. She



"She was arrested by a low cry

stopped and looked round, but, seeing nothing, was about to hurry on, when the cry was repeated, louder than before.

9 Without further delay she sprang off the pavement into a snow wreath, from which the sound seemed to come. Nothing was to be seen, until a soft pat on her shoe caused her to look

down; and there, as white as the snow in which it lay, was a fluffy poodle dog.

10. Ruth's tender heart went out to the little doggie at once; and, forgetting school and everything else, she stooped down and took it up in her arms. A piteous wail told her that the little thing was injured. Her first thought was to run home with it; but then, remembering school, she paused for a moment to consider.

11. At that moment she spied, upon the front door of the house before which she stood, a large brass door-plate, bearing in large letters the name *Dr. Devon*. Holding her precious burden carefully in her arms, she ran up the steps and rang the bell, and asked the servant who opened the door if the doctor was at home.

(a) Underline phrases answering question 'Why?' and make similar sentences.—1. Ruth put on her warm woollen mittens to go to school 2. Lord Dufferin having opened the school, it was called the Dufferin School. 3 Ruth left five minutes sooner to be in good time.

(b) Use in sentences as *adjectives* special, quick, gay, merry.

(c) Give nouns corresponding to adjectives in (b).

RUTH'S POODLE: A CANADIAN SCHOOL TALE.—II.

1. It so happened that the doctor was just about to leave the house as Ruth reached the door. "What is it, my dear?" he said, coming forward. "Take time, you have been running hard."

2. "Oh!" gasped Ruth, "won't you please help this dear little dog? I found it in the street out there, crying as if its heart was broken; and its leg *is* broken, I'm sure, and I can't stay to help because I'm late for school."

3. Saying this very hurriedly, Ruth laid the little thing in the doctor's arms. Then she buried her face in its soft woolly back, by way of a farewell kiss; and, never doubting that the doctor would do his best for 'he strange patient she had brought to him, ran off to school as quickly as her legs could carry her. The delay had occupied only five minutes, "and perhaps the school clock will be behind", she thought.

4. But no; just as she reached the school door, the bell stopped. When she reached the classroom, the girls were all at work.

The teacher, Miss Wilkins, looked grave when she saw Ruth enter.

"Take your place just now, Ruth," she said, "and speak to me at the end of the hour."

5. Poor Ruth! She was almost ready to cry, and in her disturbed state of mind she answered very badly the questions put to her, and fell further in the teacher's favour. Moreover, she knew her school-mates would be very angry with her for spoiling their chance of the prize.

"But what could I do?" she thought. "I could not leave the little doggie to die in the

snow. I'm sure it is not my fault this time anyway."

6. At the end of the hour Ruth stayed behind the rest of the class. The teacher was very solemn as she spoke. "Ruth," she said, "you have again been late, after promising both me and your mother to keep good time."

7. "Oh, please, I could not help it!" sobbed Ruth. "I had to help a poor little lame poodle"; and she told the whole story. Miss Wilkins listened attentively, and could scarcely forbear smiling at the thought of the doctor and his queer patient. Then she took Ruth gently by the hand. "I am glad, Ruth," she said, "that you helped the little dog; it would have been wrong of you to run on and leave it to suffer. But tell me, when did you leave home?"

8 "At a quarter to nine," said Ruth promptly.

"And can you get to school in a quarter of an hour?"

"Yes, if I walk quickly."

"Did you not stop anywhere on the road?" continued Miss Wilkins, looking at Ruth with searching eyes.

9. Ruth hung her head. "Yes," she said in a low voice; "I stopped once or twice to look in at the shop windows, but only for a minute or two."

"To be sure, Ruth, and you were only a

minute or two late. Do you not think the minute or two at the shop windows was the real cause of your being late? Or might we not go further back still, and say that you left the house too late? Why did you not leave earlier?"

10 "I did not notice how late it was", sobbed Ruth, "till mother told me to hurry. I was reading a book."

"Well, I think we have the true explanation at last. You were reading a book when you should have been preparing to start; you lingered at the shop windows when you should have been hurrying on; and so you left yourself too little time to be kind to the little dog without making yourself late for school.

11. "I must punish you, Ruth, and I will give you a task to do during the Christmas holiday. And, you know, your school-fellows are also punished through your fault, for they lose the prize for punctuality."

(a) Underline phrases qualifying the subject, and make similar sentences — 1. The doctor, about to leave the house, came forward. 2. Ruth, gasping for breath, begged him to help the poor dog. 3. Ruth, ready to cry, answered the questions very badly.

(b) Use in sentences, (i) as *adjectives*, (ii) as *nouns*: dear, patient, chance, prize.

(c) Make words in -ly from: dear, late, quick, due, true, whole.

RUTH'S POODLE: A CANADIAN SCHOOL
TALE.—III.

1. During the remainder of the forenoon Ruth felt very sad indeed, and when twelve o'clock came her unhappiness was increased by the taunts of some of the school-girls and the coldness of others. Even her best friends could not refrain from saying, "It was too bad of you, Ruth; why could you not be in time?" And Ruth could not tell. She felt now that it would not be true to say the little dog had been the cause, and she was ashamed to say that she had been too late in starting.

2. Only to her own particular friend, Mary Scott, did she tearfully give an account of the whole story, and when Mary told it afterwards to the other girls, they forgave Ruth and took her into favour again.

3. On the way home from school, Ruth and Mary Scott called at Dr. Devon's. The doctor was not at home, and the servant handed Ruth a note "With Dr. Devon's compliments". She took it, much surprised to see it addressed to herself. How could the doctor know her name? The mystery was cleared up when the servant gave her one of her own school-books, which in her haste she had dropped on the doorstep in the morning.

4. She opened the letter and read:

My dear Miss Ruth,

I have attended to the little patient with whose care you charged me, and have done all for him that could be done. One of his hind-legs is badly bruised, but I assure you he is not suffering much now. Perhaps you did not notice that he wore a silver collar with his name and address as clearly written as yours in your history book, which I return with this. He was safely given into the hands of his owner, a lady who is very fond of her pet, and who is very grateful to you. I think you deserve her gratitude, and I hope you will always be as sweet and kind to all God's dumb, helpless creatures who are in pain and trouble.

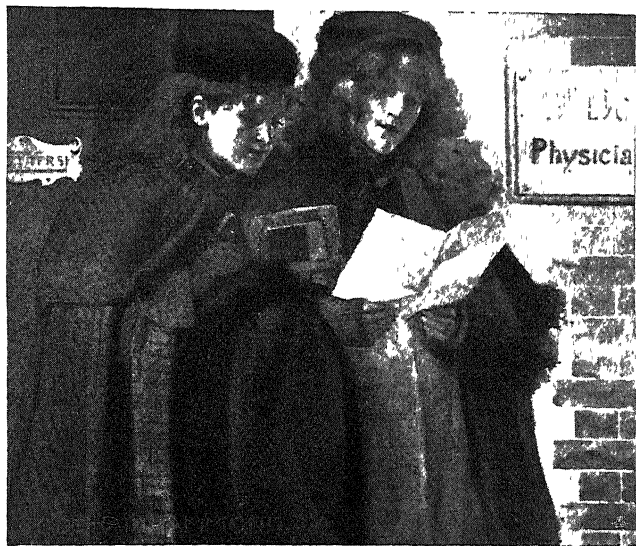
With much respect, your friend,

NORMAN DEVON, M.D.

5. "Oh, what a nice letter!" cried Mary. "You ought to feel quite proud, Ruth."

"Why? I can't think it's anything to be praised for. And you would have done exactly the same. Only think, here lay the poor little thing, just like a big snowball, but crying as piteously as a baby. Who could have passed it by? I think

it must have been dropped from a carriage and run over, and then have dragged itself into the deep snow. If I had been earlier, if only I had



not stopped at the shops, perhaps I might have saved him from being run over."

6 Two weeks later, on Christmas morning, Ruth was surprised when she came down to breakfast to find a small hamper beside her plate. It had been handed in that very morning by a footman in livery. "Oh, what can it be?" cried Ruth, as she eagerly undid the string that fastened

the lid. "It seems to move. I declare, it is a poodle puppy!"

7. In truth, it was the prettiest little puppy in the world, and round its neck was a blue ribbon, with a letter containing these words:

Dear Ruth,

I am the little brother of the doggie you saved. May I come and live with you?

BINGO.

8. Ruth jumped with joy to see the little beauty. Before the day was over he had made acquaintance with many of her schoolmates, and amused them with his funny ways. He soon became Ruth's constant companion, and now he wakes her early in the morning, and barks a constant reminder to her to leave the house in good time for school.

(a) Underline words qualifying object; make similar sentences.
—1. Ruth tearfully gave an account of the whole story. 2. The servant handed Ruth a note from Dr Devon. 3. The doctor had attended to the little dog left with him by Ruth.

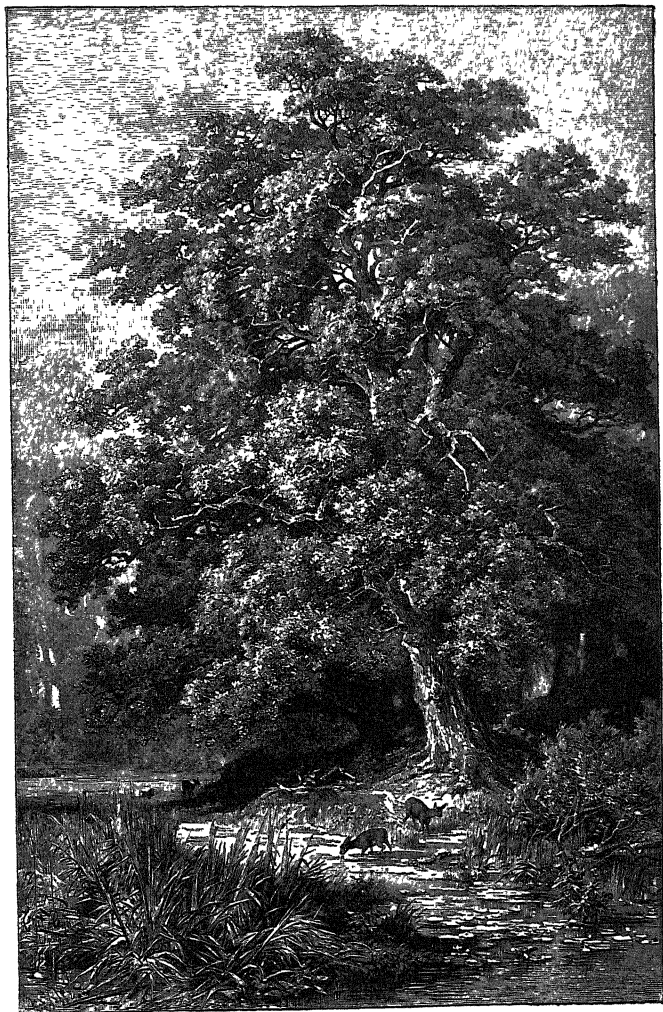
(b) Use in sentences, (1) as *verbs*, (11) as *nouns*: taunt, hand, haste, pet.

(c) Make adjectives from words in (b).

THE OAK AND THE FIR

1. An Oak and a Fir were one day disputing which was the greater.

2. "Look at me," said the Oak. "Look at my



The Oak.

stout stem, my low heavy branches, and my broad spreading leaves, packed so close that hardly a glint of light comes through. No wonder those Roundhead troopers could not find Prince Charles as he lay hid in *my* foliage. You, poor Fir, would never be able to shelter a king."

3 "What a conceited fellow you are!" said the Fir, somewhat tartly. "My trunk is not so thick as yours, it is true, but it is far more graceful. My branches are not so heavy and clumsy, and I am very glad of it. I do not care for your broad ugly leaves; *my* foliage, with its long thin needles, is light and elegant. And as for sheltering a king, well, your Prince Charles wasn't one of the best of kings, was he?"

4 "Oh, you disloyal creature!" cried the Oak. "Ah! that explains why *you* are never used for building the queen's ships. The other night I heard a jolly sailor singing, 'Hearts of *oak* are our ships'."

5 "And then he went on, 'Jolly *tars* are our men'," said the Fir. "You see, I know the song, Mr. Oak. And even so ignorant a fellow as you must know that tar is got from firs like me."

6 "But your tar doesn't make sailors," cried the Oak, taking the Fir's little joke very seriously. "It only makes their clothes dirty. But it was timber from us oaks that framed the ships in which Drake and Hawkins, Blake and Nelson,



The Scotch Fir or Pine.

sailed and fought. It was *our* strength that made the British empire."

7. "Indeed! Well, it is our smooth planks that make the houses for the people of the British empire. Your wood is tough and hard, like your own hard heart. My wood is soft, and the carpenter has quite a pleasure in cutting it with his tools. And so, you see, my dear Oak, that I am at any rate more useful than you."

8 At this point a wise old rook, who had been listening in a neighbouring beech to the trees' conversation, thought it was time to put in a word. He flew to the ground, took up a position between them, and began: "My dear friends, it is a pity to waste so much time in this idle discussion.

9. "You, Mr. Oak, tough and stout and strong as you are, need not boast of your strength, for you could not help being strong. Wise Mother Nature took care that your trunk and your boughs should grow stout enough to bear the load of your heavy leaves.

10. "And you, Madam Fir, are tall and slender, it is true; but then your foliage is light, and needs no such strong support. And so, while your neighbour Oak grows stout, you have only to grow tall; and no credit is due to either of you.

11. "As for your usefulness, you must remember, Oak, that while your timbers make the ship's hull, it is Madam Fir, or her cousin, Lady Pine,

in the Canadian forests, who provides the mast. Unless you help each other, you see, there can be no such thing as a ship.

12 "When you feel proud of your height, Fir, remember that Mr. Oak, though shorter, is a good deal older than you."

"A lady is not likely to object to that, Mr. Rook," said the Fir. "I shall never be old."

"Certainly not!" snapped the Oak. "You are wanted next week for the farmer's new house."

13. "Hush! my friends," said the Rook. "You should know better than to wrangle, Oak, after living in this world for so many hundred years. And, Fir, a lady of your sense and position should by this time have learned to respect her ancient neighbour.

14. "Believe me, you both have your proper work to do; Mr. Oak to grow stout, Madam Fir to grow tall. You are both useful, and, if you take my advice, you will do your best quietly to make yourselves fit for your duties."

15. Just then it came on to rain. The Rook returned to his cosy nest; the Oak spread out his leaves to drink in the refreshing shower; and as for the Fir, she felt too cold to say another word.

(a) **Change phrases in italics into clauses.**—1. Prince Charles *hid in the foliage of the oak* could not be found. 2. The foliage of the fir *with its long thin needles* is light and elegant. 3. A rook *listening to the conversation* thought it time to interfere.

(b) **Use in sentences as adjectives:** clumsy, ignorant, strong, wise, due.

(c) **Make nouns from:** light, jolly, bear, see, grow, wise.

HEARTS OF OAK.

[The words of this celebrated song were written by David Garrick, the great actor, 1759. The music is by Dr. William Boyce. The "Seven Years' War" with France was in progress, and during this "wonderful year", 1759, so successful were British arms in all parts of the world that, as the witty Horace Walpole said, men had to ask each morning what was the new victory, lest they should miss one.]

1. Come cheer up, my lads, 'tis to glory we steer,
To add something new to this wonderful year,
To honour we call you, not press you like slaves,
For who are so free as the sons of the waves!

Hearts of oak are our ships, jolly tars are our men;
We always are ready,
Steady, boys, steady;
We'll fight and we'll conquer again and again.

2. We ne'er see our foes but we wish them to stay,
They never see us but they wish us away.
If they run—why, we follow, and run them ashore,
And if they won't fight us, we cannot do more.

Hearts of oak are our ships, jolly tars are our men;
We always are ready,
Steady, boys, steady,
We'll fight and we'll conquer again and again.

3. They swear they'll invade us, these terrible foes,
They frighten our women, our children and beaux;
But should their flat bottoms in darkness get o'er,
Still Britons they'll find to receive them on shore.

Hearts of oak are our ships, jolly tars are our men;
We always are ready,
Steady, boys, steady;
We'll fight and we'll conquer again and again.

AN AMERICAN'S ACCOUNT OF HIS FIRST
SIGHT OF BRITAIN.

1. The traveller is in a mood to be pleased after clearing the broad Atlantic; the eye then is apt to flatter the scenes upon which it rests, and the deck of a steamer is a rare vantage-ground for sight-seeing. Yet, allowing for these favourable conditions, the first view of Britain, approached by way of the Clyde, is most impressive.

2 It seems to show Britain in little. In the space of a few hours varied scenes pass before us. On the one hand are the cultivated lands, with their parks and farms, their hills and matchless verdure; on the other, highland and moorland, lochs and rugged crags.

3. As we ascend the river the land closes round us. We can almost hear the cattle ripping off the juicy grass in the fields. We can see the daisies and buttercups, and from over a meadow on our right the song of the skylark reaches our ear.

4. The river narrows, and becomes little more than a large, deep canal inclosed between meadow banks. We lose sight of the water altogether, and see only the land on each side. It is curious from the deck of an ocean steamship to see farm-work in progress, and playful heifers instead of flying-fish.

5 The ship seems to be steering her way among turnip-fields and broad acres of newly-ploughed potatoes. We are not surprised that she needs piloting. A little tug with a rope at her bows pulls her first this way and then that, while one at her stern nudges her right flank and then her left.

6 Presently we come to the ship-building yards of the Clyde, where rural scenes are strangely mingled with scenes of quite another sort. "First a cow, and then an iron ship", as one of the voyagers observed. Here a pasture or a meadow, or a field of wheat or oats, and close beside it the skeletons of great ships, with the workmen hammering among them like so many noisy woodpeckers.

7. It is doubtful if such a scene can be witnessed anywhere else in the world—an enormous assemblage of machinery, warehouses, and shipping, and just beyond it the quiet and simple life of inland farm-lands.

8. These vast shipyards look as if they had been set down so as to interfere as little as possible with the scene. One would say the vessels had come up out of the water like seals to sun themselves on the bank. Of the factories and foundries that put the iron in shape we get no hint; here the ships rise as if they sprouted from the soil, without waste or litter, but with an

unceasing din. They stand as thick as a row of cattle, almost touching each other, and in all stages of progress.

9. Now and then a stall is vacant, the ship having just been launched; in other stalls the ships stand, with flags flying and timbers greased, ready to take to the water at the word. Two such, both large ocean steamers, waited for us to pass. We looked back, saw the last block or wedge knocked from under one of them, and the monster ship glided gently into the stream. I wondered at her slow pace, and the grace with which she took to the water.

10. The vessels are launched up and down the stream, owing to the narrowness of the channel. But to see such a brood of ships, the largest in the world, hatched upon the banks of such a little river, amid such peaceful scenes, is a new experience.

11. This, then, is our first view of Britain—a little island, with little lakes, little rivers, quiet fields, but mighty interests, and power that reaches round the world.

—John Burroughs (*Adapted*).

(a) Change phrases in italics into clauses.—1. We can see the buttercups *in the meadows*. 2. We cannot see the foundries *for putting the iron in shape*. 3. We saw several ships *ready to be launched*.

(b) Use in sentences as *verbs*: ascend, give, close, see, sing, say.

(c) Form nouns from words in (b), use them, (i) as *subject*, (ii) as *object*.

OUR PILOTS.

1. We are proud of our ships and of our sailors, and with good reason. Our ships, sailing every sea, bring us, from the colonies and from foreign lands, food and the countless things we need in our daily life. In fair weather or foul our sailors must trust their lives to the ocean, and be able to steer their ships in safety from port to port.

2. Out at sea the captain is absolute master on his vessel, but when nearing port a pilot joins the ship and takes charge of her.

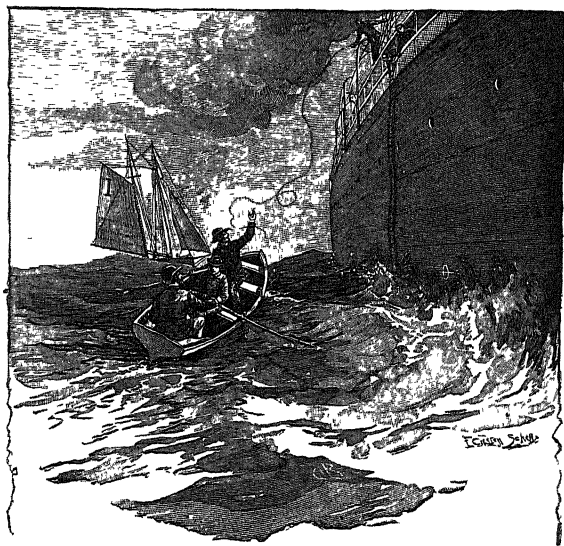
3. No work in life requires greater skill or courage than that of the pilot. At no time does a ship need more careful handling than when nearing port. Sand-banks and shallows and sunken rocks lie in wait for her; fog hovers about her course, and the fairway is crowded with shipping. It is the duty of the pilot to steer the ship through all these perils, seen and unseen, and bring her safely into harbour.

4. In stormy weather he runs no small risk ere he can join the vessel. Often he has to sail a long way from port to meet her, while to board a great ship from his tiny craft in a heavy sea is a feat that requires much steadiness and skill. The slightest slip may be fatal, and has cost many a pilot his life.

5. Not long ago an accident befell a pilot boat

in the Mersey, which only the wonderful skill and endurance of the pilots on board prevented from proving fatal.

For some days pilot-boat No. 5, schooner-



The Pilot boarding an Atlantic Liner.

rigged, had been sailing about off Point Lynas, on the look-out for homeward-bound vessels. A wild hurricane was blowing; but, being well handled, the schooner suffered no harm.

6 On a dark winter morning, between four and five o'clock, the steamer *Cambroman* was seen signalling for a pilot. The pilot schooner, in the midst of a very heavy sea, was brought up under

the steamer's lee, and her punt was lowered to transfer Pilot Jones to the steamer. With some difficulty he got on board, and the punt returned.

7. But in the meantime the steamer had drifted down upon the schooner. The tumbling seas brought them into heavy collision, and the schooner's rigging became entangled with the steamer.

8. In a moment all was confusion. Three of the pilots on the schooner scrambled up the rigging and reached the steamer's deck. The sailors below, aroused by the crash, rushed on deck, and, judging that the schooner was lost, sprang into the punt, which was now alongside.

9. Sixteen men in all entered the little rowing boat. It seemed almost impossible that, weighted in this manner, she could live for more than a few minutes in the terribly heavy sea that was running. The seamen expected to be picked up immediately by the steamer, but in the darkness she lost sight of them, and presently the punt was alone in the surging waste of waters.

10. Death now seemed at hand, but the brave men did not give way to despair. The seas were breaking over them. Every moment they expected to be swamped; but, baling with hats and boots, and everything that would serve the purpose, they managed to keep their boat afloat.

11. Hour after hour passed, and the castaways,

soaked with the waves and benumbed with the biting cold, bravely continued to fight for their lives. Daybreak found them in this terrible plight. Already they had lost one oar, and now another snapped off short. To keep the boat's head to the seas was their only chance of life, and with the two remaining oars this seemed to be well-nigh impossible.

12 At last, about half-past eleven, the inward-bound steamer *Axel* was sighted. It was resolved to make for her at any risk. At the proper moment the boat was turned, and the men, pulling very carefully lest another oar should break, shaped their course before wind and sea for the *Axel*.

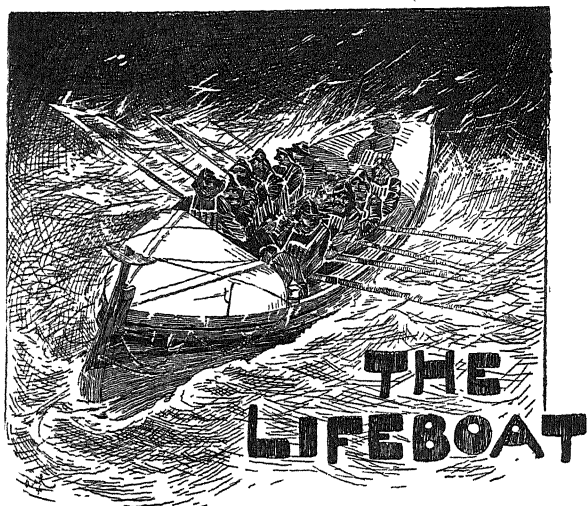
13. A distress signal was made by tying a couple of handkerchiefs to the broken oar. In about twenty minutes, to the joy of the castaways, the steamer was seen to head for them. Stopping a short distance from them, she waited while the punt was being slowly pulled alongside. A ladder was then lowered, and in a few moments the pilots and sailors, worn out by their long exposure and by the strain on their nerves, were all got safely on board.

—*In part adapted from the "Glasgow Herald", December 6, 1895.*

(a) Change phrases in italics into clauses.—1. *Out at sea* the captain is master. 2. *On nearing a port* a pilot takes charge of the ship. 3. *In stormy weather* he runs no small risk. 4. The punt returned, *the pilot having been put on board*.

(b) Use in sentences as *attribute to subject*: proud, foul, fatal, fair.

(c) Make nouns from verbs: serve, give, lose, save, see.



1. The winds lash the waves, the surge mounts on high,
 Still the crew of the life-boat the tempests defy,
 The blasts of destruction they brave;
 'Neath the thunder's loud roar and the lightning's keen
 flash,
 With stout British hearts, on they fearlessly dash,
 'Midst the cries of distress and the ship's breaking
 crash,
 The hopeless and drowning to save!
 Huzza! man the life-boat, and let the storm rave;
 Our watchword is rescue!—we'll perish or save.

2. O'er the white-crested billows she manfully sweeps,
 Like an angel of mercy she gallantly leaps,
 Rejoicing all terrors to brave.
 Now lost to our view, now mounting on high,

As flash after flash illumines the dark sky,
Through the death-dealing torrents and breakers they
fly,

As the hapless they hasten to save.
Huzza ! man the life-boat, and let the storm rave;
Our watchword is rescue !—we'll perish or save.

3. Hark, hark ! the wild shout now heard 'mid the blast;
Huzza ! now they board her, the grapnel is cast,
'Tis joy from the wreck that is heard !
They rescue her crew from the riggings and mast
Of the ill-fated barque, and on they speed fast,
To the shore the boat flies like a bird.
Huzza ! man the life-boat, and let the storm rave;
Our watchword is rescue !—we'll perish or save.

—*Anonymous.*

THORA, AN ORKNEY GIRL.—I.

1. I have often heard it said that girls are only in the way when anything is afoot which requires presence of mind; but I am sure that nobody could have said that my cousin Thora was not as clever and as cool-headed as any lad. She was always in the forefront of the expeditions which we Orkney boys and girls got up, whenever the master of the little school of Stromness gave us a half-holiday. Thora and I were cousins, as I have mentioned, but we were more like sister and brother, and whatever I did, she did also.

2. I well remember one half-holiday in early summer. The sunshine flooded the main street

of our town, and shone in through the school-room windows; and there was not a boy or a girl but counted the minutes till the school door should open and we should be off to the shore.

3 Some of the boys had planned an excursion to Skaill Bay to hunt for seals, but Thora and I had resolved to explore a cave which we knew to be in the North Gaulton Cliffs, at a point just above high-water mark.

4 As soon as school was over I ran for my climbing-line, which I had hidden under a wall. Climbing-lines are to be found in most cottages in Orkney; for the sheep pastures run to the very edge of the cliffs, and not seldom one of the flock is missed, and has too surely fallen over the edge. Then by means of climbing-lines men and boys go down the face of the crags, in search of the lost one.

5. "Do you know where the cave is, Halcro?" asked Thora, as we reached the cliffs.

I took her to a point of the headland and showed her the position of the cave, just behind a great rock that hid its entrance.

6. "Halcro, do you think we can get down?" she asked, as we reached a point above the cave.

"We can manage it, I think, if you will try it with me, Thora," I said.

"To be sure I will try it. Do you think I am afraid?" said she.

7. I secured one end of the rope firmly round a jut of rock, so that the other end would fall as nearly as possible opposite the mouth of the cave. I went down a little way to see if all was right. Then we began the descent together. We did not make much use of the rope, but it was there to help us if we needed it.

8. Down and yet down we went, carefully placing our feet on the ledges and jags of rock. A stranger in Orkney might have wondered to see us, a lad and a lass, climbing about the face of a precipice at a height of nearly two hundred feet sheer above the turbulent sea. But to us, being Orkney-born, it seemed but a simple thing.

(a) Change phrases in italics into clauses—1. Girls are only in the way, *anything being afoot requiring presence of mind*. 2 Thora was always in the front of the expeditions *got up by us*. 3 Some boys had planned an excursion *to hunt for seals*.

(b) Use in sentences. clever, sure, firm, simple, great.

(c) From forms in (b) make words ending in *-er*, *-est*, *-ly*.

THORA, AN ORKNEY GIRL.—II.

1. Yet there was danger, as I was soon aware. When we were about half-way down, Thora stopped on a corner of rock, and seemed to be unable either to return or to get round the projecting point. My heart almost stopped beating, for I saw that she had the wrong foot foremost.

The rope was out of her reach ; one false move would send her headlong to a frightful death.

2. I felt my courage fail as we stood there, the sea-birds whirling round our heads, making the air ring with their cries. And I thought that Thora was certainly lost when a great gray brent-geese flapped his strong wings full in her face, uttering at the same time his loud harsh cry.

3. I looked up amidst all this clamour, and I think I never knew till then how brave Thora was. She was as cool-headed as any Orkney shepherd. She calmly put her hand in her pocket, and, drawing out a piece of oatcake, flung it out to sea and sent the birds flapping after it. Then with a quick movement she righted her feet, got safely round the point to where the rope was hanging, and continued the descent as though nothing had happened.

4. At last we reached the great rock which hid the entrance to the cave, and, creeping behind this barrier hand in hand, we found ourselves at the goal of our excursion.

5. It seemed to be a great cavern, reaching far back into darkness. We had brought with us a torch made of tarred rope. By its flickering light we got glimpses of the furthest corners of the cave, and the brilliant reflection thrown back by the dripping walls well rewarded us for our daring.



Halcro and Thora descend the Cliffs

6. But Thora, though she had been frightened neither by the steep precipice nor the strong-winged birds, felt no little fear in this strangely-echoing place. Weird tales of kelpies and water-sprites came to her mind; tales at that time firmly believed in by many dwellers in Orkney. So, before our torch burned out, we retraced our footsteps and came out again into the sunlight.

7. To ascend the cliff was more difficult than to come down, so I fastened the end of the rope tightly round Thora's waist, and secured it firmly under her arms. I then took hold of a higher part of it, and with its help scaled the crag.

8. When I reached the top, Thora gave the signal and began climbing. As she ascended I kept the rope tight, so as to help her and prevent her falling. It was a long time before I felt sure that she was safe; but at last I heard her call out that she was all right, and I stretched my hand down to her. Taking hold of it, she stepped once more on the soft turf.

9. I think that was the greatest climbing adventure we ever had; and next day at school Thora and I were made much of, for no one else had ever ventured the descent into the North Gaulton Cave. Thora rejoiced at having escaped from the cave untouched by kelpies. But I knew that she had been in danger only when her

feet had twisted on the ledge of rock, and the gray brent-geese had flapped against her.

—Adapted from the "*Pilots of Pomona*", by Robert Leighton.

(a) **Change phrases in italics into clauses.**—1. My heart almost stopped beating, *seeing her, with the wrong foot foremost*. 2. I felt my courage fail *standing there*. 3. *On my reaching the top*, Thora gave the signal and began climbing.

(b) **Use in sentences as verbs.** stop, beat, fail, ascend, prevent.

(c) **Make from forms in (b), (i) nouns, (ii) adjectives.**

SOME WONDERFUL PLANTS.

I.—THE BREAD-FRUIT TREE AND THE BANANA.

1. Mr. Ashton surprised his children, one morning as they sat at breakfast, by asking if they knew in what country bread grows on trees.

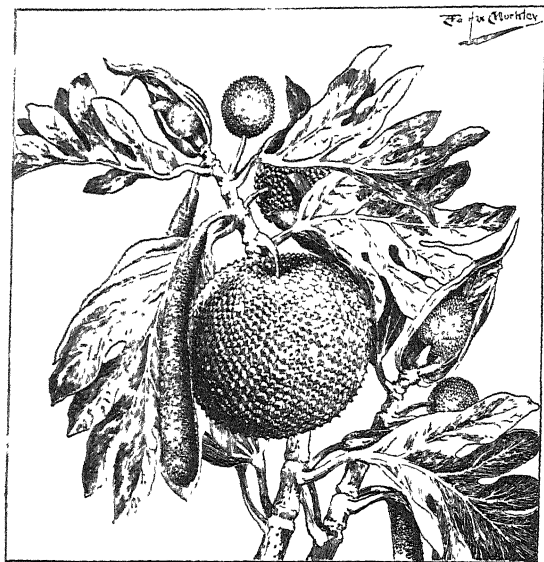
"Why, nowhere, of course!" said Tom, who, though he was only nine years old, thought himself very wise.

"Yes, indeed," replied his father. "You would not see two-pound loaves growing, it is true; but there are really trees which provide people with bread."

2 "Tell us all about them, father," said Maud, who, being two years older, was a little more modest than her brother.

"Well, you have heard of the West Indies," began Mr. Ashton, who often gave at breakfast-time what Tom called a little lecture. "They are islands far over the sea, and many of them belong to this country."

3. "The black people who do much of the work in these islands get their bread and pudding from a remarkable tree. It grows to the height of one of our lamp-posts, and its branches stand out



Leaves, Flowers, and Fruit of the Bread-fruit Tree

straight from the stem. Its leaves are long, wide, and smooth to the touch, and their colour is a very bright green.

4 "You know that blossoms come before fruit on trees. Well, on this remarkable tree grow two kinds of flower, one of which has a little round head. It is that little round head that becomes the fruit.

5 “In our country, we only look for fruit on the trees in summer and autumn. But in the West Indies, the boughs of this tree are loaded with fruit for eight or nine months of the year. The fruit is round, and almost as large as Maud’s head. Its green rind is much rougher than the rind of an orange, and until the fruit ripens it is filled with a white mealy pith something like flour.

6. “But the West Indian does not allow the fruit to ripen and become juicy. He gathers it while it is still mealy, and bakes it to prevent it from getting hard. The baked fruit is very nice, not unlike our bread, and nearly all the year round the people get their supply of food from this wonderful bread-fruit tree.”

7 “Then I shouldn’t like to have to earn my living as a baker in the West Indies,” said Tom, taking a banana from the plate that his mother offered him.

“Do you know, Tom,” said Mr. Ashton, “that the banana you are peeling came from the West Indies?”

“Oh, I wish we lived there!” sighed Maud, who was fond of bananas.

8. “Yes,” continued Mr. Ashton, “the banana is also a West Indian tree. It grows to a much greater height than the bread-fruit tree; indeed, it is nearly as high as three lamp-posts, one on

top of the others. Its leaves are very long; if one were set up against the wall, Tom could just reach the top if he climbed on my shoulders."



Leaves and Fruit of the Banana

9. "They must be nine or ten feet long," said Tom.

"That is right, and they grow so fast that you can almost *see* them grow. If you watched a banana shoot growing you would see a long green roll, which, as it unrolls, shows that it is formed of two leaves.

10. "Others quickly appear, and by and by the leaves form a beautiful spreading crown at the

top of the tree. The stem does not consist of hard wood, like the stem of a timber tree, but is formed by the rolling up of the leaf-stalks one over another. You know the look of the fruit, which grows in great clusters many pounds in weight.

11. "A curious thing about both these trees is that, though they grow so well in the West Indies, they are not natives of those islands. The bread-fruit tree was taken there from the South Sea Islands about a hundred years ago, and the home of the banana is in the East Indies."

12. "Well, I wish they would bring them over here," said Tom. "I believe I should like to live in a banana-tree."

(a) Change clauses in italics into phrases—1. Mr. Ashton surprised the children *when he asked this question*. 2. He bakes the fruit *that he may prevent it from getting hard*. 3. Tom could just reach the top *if he climbed on my shoulders*

(b) Use in sentences, (i) as nouns, (ii) as adjectives. morning, tree, branch, native

(c) Make compound nouns of. (i) bread fruit, (ii) tree stump, (iii) leaf stalk, (iv) house top. Use them in sentences.

SOME WONDERFUL PLANTS.

II—THE BAMBOO.

1. One morning, when the children entered the breakfast-room, they found at the window a new flower-stand which had been brought to the house late the night before. It was formed of three

bamboo-rods joined together, supporting a china vase.

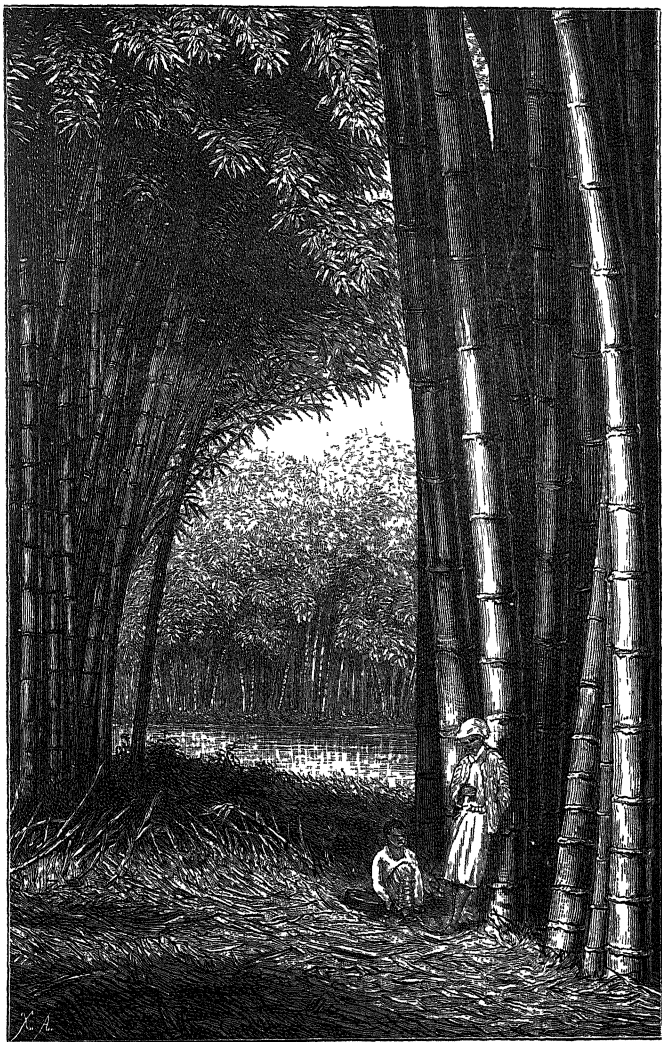
2. "I suppose you would find it hard to believe," said Mr. Ashton, "that these three rods are nothing but stalks of grass."

The children looked as though they believed that their father was making fun of them.

3. "It is true, though," he continued. "The bamboo, another West Indian plant, is a sort of brother to the sugar-cane, and a cousin of wheat, rye, barley, and the grass of the field. Like them, and most other members of the same family, its stems extend along the ground, and send out rootlets downwards and leaf-shoots upwards.

4. "It spreads very quickly, and a single plant soon gives rise to a clump of upright stems. These grow rapidly; a plant in the Botanic Gardens of Paris lengthened out its stem at the rate of more than five inches daily. They reach a great height, too; a plant only a month old will sometimes be as high as a three-storied house.

5. "The stems, as you see, are smooth and glossy, and at every ten or twelve inches there seems to be a sort of joint, corresponding to the knots in ordinary trees. Near the ground, and for some distance up, the stems are eight or ten inches thick. As they grow higher they become more slender, and at last they bend over with the weight of their grassy leaves or feathery flowers."



Grove of Bamboos in Java.

6. "Then these rods of bamboo," said Tom, "must have come from near the top of a plant."

"You are quite right," replied his father. "The thicker part of the stem is used in the West Indies in building houses, and for making fences, bridges, masts, and ladders.

7. "Bored out to remove the knots, the hollow stems serve for pipes for conveying water. In this, as in many other ways, the bamboo takes the place of wood or iron. You know yourselves that from the thinner stems are made, not only flower-stands, but chairs, tables, umbrellas, fishing-rods, and many other useful articles.

8. "The bamboo has yet other uses. The Chinese make life-belts of it, just as we make ours of cork."

"It will float, then," said Tom.

"Yes, for the space between two knots forms an air-chamber. The Chinaman cuts four pieces of equal length, and forms with them a hollow square through which he can squeeze his body.

9. "No Chinese merchant goes on a voyage without his bamboo life-belt. He slips into it if he is wrecked, fastens it about his waist with cords, and thus supported trusts himself to the water.

10. "You see, the bamboo has just the qualities that fit it to serve all these purposes. Though the stem is light, it is straight and strong. It

splits readily into thin strips, and can be easily sawn through.

11. "The outer surface of the stem is hard, and therefore does not soon wear away; and, being smooth and glossy, it needs no trimming or polishing."

12 "Well, the bamboo is useful enough," said Maud. "But I don't like it so much as the banana, because you cannot eat it."

"Indeed you can," said Mr. Ashton, smiling. "The young shoots are sometimes preserved in vinegar, and make a very good pickle."

13. "Is that what people mean by a rod in pickle?" asked Tom, and was surprised that his father could not answer for laughing.

(a) Change clauses in italics into phrases.—1. The flower-stand was formed of three bamboo rods, *which supported a china vase*. 2. A plant *which grew in the Botanic Gardens of Paris* lengthened very rapidly. 3. The hollow stem serves for pipes *in which water may be conveyed*.

(b) Make sentences having for predicates entered, lengthen, remove, cut.

(c) Make compound nouns of (i) sugar cane, (ii) wheat stalk, (iii) life belt, (iv) leaf shoot. Use them in sentences.

NATIVE LIFE IN INDIA.

1. A walk along Cheapside in London is very interesting, but it is dull compared with a walk down a street of an Indian city. Instead of the black coats and hats of English business men, the observer sees garments of many colours,

worn by people almost as various in hue, and forming a bright and ever-changing picture.

2. Instead of dull houses of brick and stone, rising above large and handsome shops, the visitor sees light-coloured and picturesque houses, and small shops without windows or doors. Through the open front the merchant can be seen making up his accounts, while on the sidewalk the native barber shaves his customers in full view of the passers-by.

3. Lumbering carts drawn by sleepy-eyed cattle go creaking along the road, which the water-carrier sprinkles with water from his skin bottles.

4. Beggars squat in the sun, girls pass and repass with baskets of fruit on their heads, cows mingle with the people in the narrow street, and birds and monkeys help themselves to the goods exposed for sale in the shops. Boys drone out their lessons in the open air, parrots chatter in the trees overhead, and, high over all, the blazing sun shines down from a cloudless sky.

5. Away from the large cities life is very different. The ryot, or Indian peasant, lives in a village surrounded by clumps of bamboos and patches of jungle. His home generally consists of a mud hut with a roof of thatch. Under the shade of a large tree is the village idol, which all the people worship, and to which they bring offerings of fruit and flowers.

6. The ryot's life is very simple. At early morning he goes to his fields and does a little work, using the same clumsy implements that his forefathers used centuries ago. At noon, when the sun is strong, he takes his meal of



Indian Peasants Ploughing

coarse bread, curry, and rice, and then goes into the shade and sleeps.

7. Later in the afternoon he may do a little more work; but the remainder of the day is spent chiefly in strolling about the streets, or sitting cross-legged on the ground with his neighbours, smoking, and chattering in the high-pitched tone of voice which all the natives employ.

8. The boys go to the village school, which is perhaps an open shed. There they sit cross-legged

on the floor, the teacher sitting in the same position on a mat behind his desk, which is only about a foot high.

9. The boys learn to write from right to left, and recite their lessons in a peculiar sing-song manner, so loud that their voices can be heard at the other end of the village. The teacher is poorly paid, the rewards for his services consisting chiefly of food, grain, or cloth.

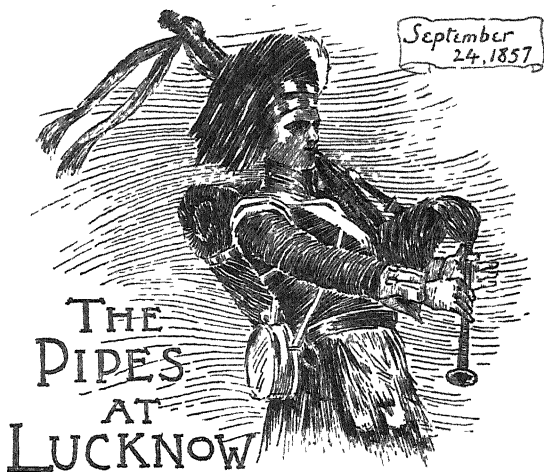
10. Mingling with the sound of the voices one can sometimes hear the gibber of the monkeys in the trees hard by. The curious animals peer into the open shed, then leap from branch to branch, stopping at times to take another look. Some of them carry their young in their arms, and manage to hold them safely even while making the boldest leaps.

11 It is strange that in some parts of India the monkeys are worshipped as gods. In one city there is a temple devoted to the worship of five hundred of them. How pitiful to think of grown men and women doing reverence to beings so much lower than themselves!

(a) **Change clauses in italics into phrases**—1. A walk in London is dull if *it be compared with a walk in an Indian city* 2. The visitor sees houses *which are light coloured* 3. The native barber shaves his customers *where the passers-by have a full view*.

(b) **Use as predicates:** shave, sprinkles, drone, worship, learn.

(c) **Give at least four forms from:** black, bright, large, poor, bold.



1. Pipes of the misty moorlands,
 Voice of the glens and hills;
 The droning of the torrents,
 The treble of the rills!
 Not the braes of broom and heather,
 Nor the mountains dark with rain,
 Nor maiden's bower, nor border tower
 Have heard your sweetest strain!
2. Dear to the lowland reaper,
 And plaided mountaineer,—
 To the cottage and the castle
 The Scottish pipes are dear;
 Sweet sounds the ancient pibroch,
 O'er mountain, loch, and glade;
 But the sweetest of all music
 The pipes at Lucknow played!

3. Day by day the Indian tiger
Louder yelled, and nearer crept;
Round and round the jungle serpent
Near and nearer circles swept
“Pray for rescue, wives and mothers,—
Pray to-day” the soldier said:
“To-morrow, death’s between us
And the wrong and shame we dread!”
4. Oh! they listened, looked, and waited,
Till their hope became despair,
And the sobs of low bewailing
Filled the pauses of their prayer.
Then up spake a Scottish maiden,
With her ear unto the ground:
“Dinna ye hear it? dinna ye hear it?
The pipes o’ Havelock sound!”
5. Hushed the wounded man his groaning,
Hushed the wife her little ones;
Alone they heard the drum-roll
And the roar of Sepoy guns.
But to sounds of home and childhood
The Highland ear was true.
As her mother’s cradle crooning
The mountain pipes she knew.
6. Like the march of soundless music
Through the vision of the seer;
More of feeling than of hearing,
Of the heart than of the ear,—
She knew the droning pibroch,
She knew the Campbells’ call:
“Hark! hear ye no’ MacGregor’s,
The grandest o’ them all?”

7. Oh! they listened, dumb and breathless
And they caught the sound at last;
Faint, and far beyond the Goomtee,
Rose and fell the pipers' blast!
Then a burst of wild thanksgiving
Mingled woman's voice and man's;
"God be praised!—the march of Havelock!
The piping of the clans!"
8. Louder, nearer, fierce as vengeance,
Sharp and shrill as swords at strife,
Came the wild MacGregor's clan-call,
Stinging all the air to life.
But when the far-off dust-cloud
To plaided legions grew,
Full tenderly and blithesomely
The pipes of rescue blew!
9. Round the silver domes of Lucknow,
Moslem mosque and pagan shrine,
Breathed the air to Britons dearest,—
The air of Auld Lang Syne!
O'er the cruel roll of war-drums,
Rose that sweet and homelike strain;
And the tartan clove the turban,
As the Goomtee cleaves the plain.
10. Dear to the corn-land reaper,
And plaided mountaineer,—
To the cottage and the castle
The piper's song is dear;
Sweet sounds the Gaelic pibroch
O'er mountain, glen, and glade;
But the sweetest of all music
The pipes at Lucknow played! —*J. G. Whittier.*

THE SACRED FIG-TREE.

1. Of the many wonders to be found in our Indian empire, not the least remarkable is the Sacred Fig-tree or Banyan. At first sight this tree presents the appearance of a large grove. It is difficult to believe that all those columns and stems with wide-spreading branches have their origin in a single parent root, and form together one tree.

2. But so it is· and if we could watch the tree grow and extend itself from the first stem that springs from the seed, we should see by what a strange process the single stem becomes a grove. We should marvel at the wonderful way in which the form of the tree suits its habits and manner of growth.

3. A glance at the picture of a banyan on the next page will show that the branches springing from the main trunk are very long and heavy. It would be impossible for them to remain in their wide-stretching horizontal position without some sort of prop or support.

4. Props are provided by nature. As the branches increase in length and weight, little shoots spring from them, grow downwards, and at last reach the ground. They find their way into the soil, send out rootlets on all sides, and thus take firm hold. Then they begin to grow



The Sacred Fig-tree or Banyan

in thickness and strength till they form strong columns holding up the branches from which they originally sprung.

5. Beneath the crown of one of these banyan-trees we seem to be in a great hall, the roof of which is supported on numberless pillars. The leafy covering is so thick that rain hardly comes through, and light cannot penetrate, and even during the daytime we are in a dim twilight.

6. The Hindoos sometimes use the banyan as a temple, and people come to worship in its shade. It is said that an army of five thousand men once encamped in the halls of a single banyan. In Ceylon there is a gigantic specimen, under whose shade stands a village of a hundred huts. As many as three hundred and fifty large columns and three thousand smaller columns have been counted in one tree.

7. When left to itself, however, the tree will hardly grow to such an enormous size, because the ground under the crown being dry, the roots often cannot enter the soil, and so wither away without becoming props for the branches. But where the tree is used as a temple, the priest assists the descending roots by conducting them through long bamboo tubes, and by moistening and breaking up the soil, so as to help them to take hold and grow.

8. When the fruit of the sacred fig-tree is

beginning to ripen, the priests watch eagerly for the arrival of their four-handed gods. And not in vain, for large bands of the sacred monkeys always appear at the right moment to strip the juicy fruit from the trees.

9. When it is all consumed they again take their leave, and return to the forest, to come back when another crop of fruit is ready for them.

(a) **Combine by using 'and'.**—1 The columns have their origin in a single root. *The stems have their origin in a single root.* 2. The form of the tree suits its habits. *The form of the tree suits its manner of growth.* 3. Little shoots grow downward. *Little shoots at last reach the ground.*

(b) **Use in sentences,** (1) as *nouns*, (11) as *adjectives*: parent, root, light.

(c) **Make compound nouns from words in (b).** Use them in sentences.

A GIRL'S ADVENTURE IN INDIA.—I.

1. Mrs. Neville's face wore a troubled look as she lay in her long chair in her Indian home. The dusk of the night was rapidly succeeding the sunlight of early evening, and as she looked at the gathering darkness she remembered that Daisy had not come home.

2. Daisy was Clara Neville's young sister, who had just come out from England to visit her. She was delighted with the beauty of the Indian hill-country, where her sister and brother-in-law were lucky enough to be settled.

3. Daisy had brought a tricycle with her from England—the first that had ever been seen in

that part of India,—and never tired of her evening rides along the sunny roads. “It is like riding through a garden,” she used to say, “and any moment I can put out my hand and gather lovely orchids and roses from the hedges.”

4. But Clara knew that sometimes there were dangers in this beautiful country which a girl, fresh from home, did not dream of. Just the day before, she herself had been followed, when out driving in her buggy, by two sneaking wolves, and she felt a little frightened for Daisy, and wished that she were safe in the house.

5. Just at that moment she heard a sound which told her that the truant had returned.

Greatly relieved, she called out without rising from her chair, “You foolish girl, why have you stayed out so late?”

A kind of half sob was Daisy’s only reply.

6. At once Clara sprang up, and turning round saw Daisy, but a very pale Daisy, looking more dead than alive.

“What is it?” she said, now quite terrified.

7. “Oh, Clara,” sobbed Daisy, “I have seen a tiger—quite near—he was as near to me as you are now—oh, I cannot tell you!”

But Clara soothed her, and for a time would not allow her to talk, and soon Daisy became calm enough to tell her sister the whole story.

(a) Combine by using ‘and’.—1. Daisy had brought a tricycle.

Daisy never tired of her evening rides. 2. She could gather lovely orchids from the hedges *She could gather roses from the hedges* 3. Clara felt frightened *Clara wished Daisy safe home.*

(b) **Make sentences having as predicates:** remember, settle, gather, know

(c) **Make nouns and adjectives corresponding to words in (b).** Use them.

A GIRL'S ADVENTURE IN INDIA.—II

1. "I went out as usual for my ride," she began, "and I do not know when I enjoyed my evening 'spin' more. I had gone a good distance, when the fading light warned me that it was time to turn homewards. I turned my tricycle and began to come down hill. It was a long gradual slope as smooth as a bowling green, and I let my tricycle go, keeping my feet off the treadles.

2. "Away I went, the cool evening breeze fanning my cheeks. It was a grand descent, and a group of natives whom I passed on the road stared at me as if they had seen a wonder of the world. Half-way down there was a bend in the road. I had just turned the corner when I saw—Oh, Clara, my heart stood still as I heard the bushes on one side just ahead of me, part with a crackling noise, and saw a huge striped beast slowly and silently walk across the road.

3. "It was a tiger! My head spun round

quicker than the wheels, over which I now lost all control; and I whirled on to destruction, as I thought. What happened I do not know; all I can tell is that I shrieked out and saw the tiger give a bound.

4. "Then I shut my eyes tight, expecting the next moment to find myself in his jaws. How I got home I do not know. I am quite sure that my machine struck his tail as the great yellow thing jumped aside."

5. "Oh, you poor thing," said Clara, "what a fright you have had, and how glad I am to have you safe home! You must never again stay out so late. I felt sure something was happening to you as I lay anxiously waiting. I wish Tom would come in."

6. Just then her husband appeared. "Oh, Tom," she cried, "Daisy has just had such a terrible adventure!" and she told him the whole story.

7. But poor Daisy got little comfort from her brother-in-law, who saw that she had had a severe shock, and that it was best to treat the affair as a joke.

8. "Think of the terrible fright the poor tiger must have got, Daisy," said he. "I am sure he is now shaking with fear, and telling his family how he fled through bush and brier from a terrible white monster on wheels, which came

near snapping him up as he was walking quietly home."

9. But Daisy refused to be comforted by this friendly nonsense, and it was long ere she had the courage to venture again on her dearly-loved rides of discovery.

10. As time went on, however, and no tiger was seen in the neighbourhood, she began to believe what Tom had said. He had told her that tigers were usually quite as willing to keep out of our way as we out of theirs, and that it is only now and again that an old tiger, unable any longer to hunt animals, becomes a man-eater.

11. And now Daisy is living in a home of her own in just such another place, her husband being superintendent of a hill-station in the Western Ghauts. She is never weary of riding along the beautiful roads and crooked paths which wind in and out among the dark-leaved woods. But she and her tricycle have never again encountered anything more terrifying than a bright-hued lizard or a playful striped squirrel.

—Adapted from "*My Tiger*", by Ascott R. Hope. By Permission.

(a) **Combine by using 'or'.**—1. The distance gone warned me to turn home. *The fading light warned me to turn home.* 2 The natives stared. *The natives turned to look after me* 3. The tiger was frightened by my shriek. *The tiger was frightened by my appearance.*

(b) **Use in sentences, (i) as verbs, (ii) as nouns.** ride, fan, shriek, fright.

(c) **Make words in -er, -ed, -ing, -s, from:** bowl, believe, fan, cry, hunt, comfort

SHOOTING A TIGER.

1. Sir Samuel Baker, the famous traveller and hunter, tells in the following words how he shot a tiger which had long been a terror to the neighbourhood.

2 I had advanced about three-quarters of a mile into the jungle, and was just about to make a remark to Fazil, the driver of the elephant on which we were seated, when I suddenly stopped.

There in front was a lovely sight. About a hundred and twenty yards distant, the head and neck of a large tiger, clean and beautiful, reposed above the surface of a small pool, while the body was cooling beneath. Here was our friend enjoying his quiet bath, while we had been pounding away for hours up and down the jungles which he had left.

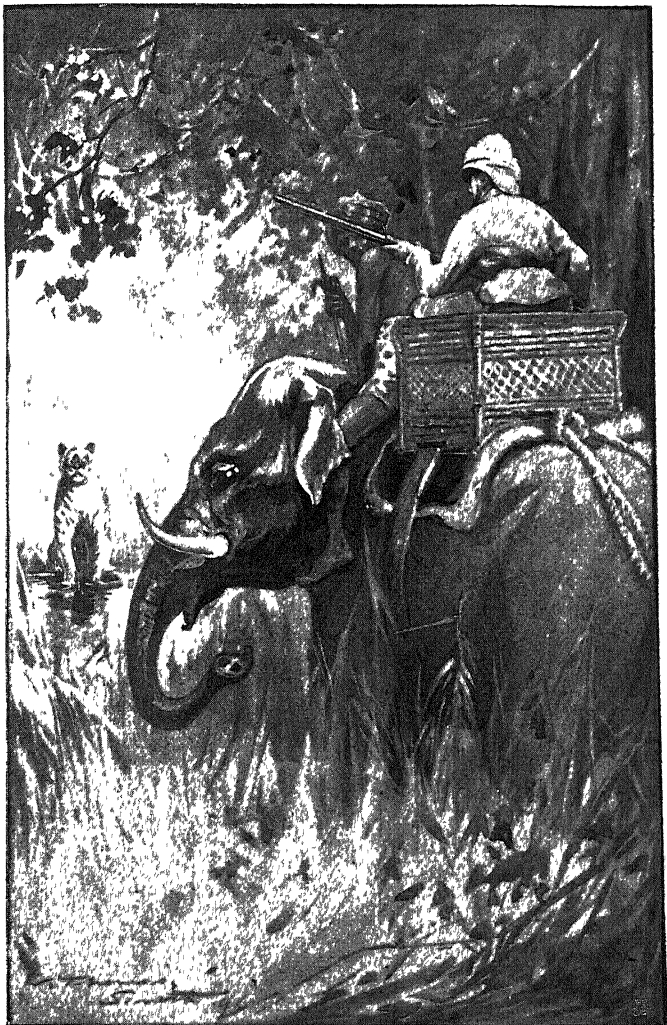
3. The driver, although an excellent man, was much excited. "Fire at him!" he whispered.

"It is too far to make sure of hitting him," I replied, in the same undertone.

"Your rifle will not miss him: fire, or you will lose him. He will see us and be off. If so, we shall never see him again," continued Fazil.

"Hold your tongue!" I whispered. "He can't see us; the sun is at our back, and is shining in his eyes—see how green they are."

4. At this moment the tiger quietly rose from



"The tiger quietly rose from his bath and sat up on end like a dog"

his bath, and sat up on end like a dog. I never saw such a sight. His head was beautiful, and the eyes shone like two green electric lights, as the sun's rays were reflected from them; but his huge body was dripping with muddy water from the pool.

5. "Now's the time!" whispered the over-eager driver. "You can kill him to a certainty. Fire, or he'll be gone in another minute."

"Keep quiet, will you, and don't move till I tell you." For quite a minute the tiger sat up in the same position. At last, as though satisfied that he was in safety, he once more lay down with only the head and neck above the surface.

6. "Back the elephant gently, but do not turn round," I whispered. Fazil obeyed, and the elephant retired. "Go on now, quite gently, till I press your head, then turn to the right, and go through these trees until I again touch your turban."

7. I counted the elephant's paces as he moved softly between the trees, until I felt sure of my distance. A slight pressure on the driver's head, and the elephant turned to the right. We moved gently forward, and in a moment stopped. There was the tiger in the same position, exactly facing me, but now about seventy-five paces distant.

8. "Keep the elephant quite steady," I whispered, while I took a careful aim. A small branch of a tree kept waving in the wind, just in front of my rifle, beyond my reach. Fazil leaned

forward and gently bent it down. Now all was clear. The tiger's eyes were like green glass. The elephant for a moment stood like stone. I touched the trigger.

9 There was no response to the loud report, no splash on the unbroken surface of the water. The tiger's head was still there, but in a different attitude, one half below the surface, and only one cheek, and one large eye still glittering like an emerald, above.

10 The bullet had broken the neck, and run along the body, and in consequence the animal had never moved. My elephant now approached, but upon observing the large bright eye of the tiger above water, he concluded that it was still alive. He accordingly made a dashing charge, and taking the body on his tusks he sent it flying some yards ahead. Not content with this triumph, he followed it up, and gave it a football kick that lifted it clean out of the water.

11. This would quickly have ended in a war dance upon the prostrate body that would have crushed it and destroyed the skin, had not the driver with the iron driving-hook given some warning taps which recalled him to a calmer frame of mind.

(a) Combine by using 'either . or'.—1. Fazl made a remark. *I made a remark.* 2. The tiger was enjoying himself. *The tiger was asleep.* 3. The bullet had missed the tiger. *The bullet had broken his neck.*

(b) Use in sentences, (i) as *adjectives*, (ii) as *adverbs* : long, just, clean.

(c) Make nouns from : long, just, clean, press, destroy.

MEG MERRILIES.

1. Old Meg she was a gypsy,
And lived upon the moors,
Her bed it was the brown heath turf,
And her house was out of doors.
Her apples were swart blackberries,
Her currants, pods o' broom,
Her wine was dew of the wild white rose,
Her book a churchyard tomb
2. Her brothers were the craggy hills,
Her sisters larchen trees;
Alone with her great family,
She lived as she did please
No breakfast had she many a morn,
No dinner many a noon,
And, 'stead of supper, she would stare
Full hard against the moon.
3. And every morn, of woodbine fresh,
She made her garlanding,
And every night the dark glen yew
She wove, and she would sing
And with her fingers, old and brown,
She plaited mats of rushes,
And gave them to the cottagers
She met among the bushes.
4. Old Meg was brave as Margaret Queen,
And tall as Amazon;
An old red-blanket cloak she wore,
A ship-hat had she on.
God rest her aged bones somewhere:
She died full long ago.

—*J. Keats.*

TEA-PLANTING IN ASSAM.

1 If one thing more than another is necessary for the success of a tea-planter in Assam, it is the possession of a good temper and a large stock of patience. The very country itself is discouraging. Its flatness becomes unbearable as you walk or drive about.

2. The heat when the sun has gone down is fearfully trying; no cool breeze springs up to make life bearable for the exhausted planter; the atmosphere becomes heavy, damp, and sultry; the air seems to stand quite still, and great difficulty is found in drawing breath.

3 Then the insects, the jungle, the wild beasts, the coolies, the heavy storms, are all sources of vexation to the planter, who is generally some miles from a friendly neighbour. Altogether, a boy should think twice before deciding to throw in his lot with the tea-planters in Assam.

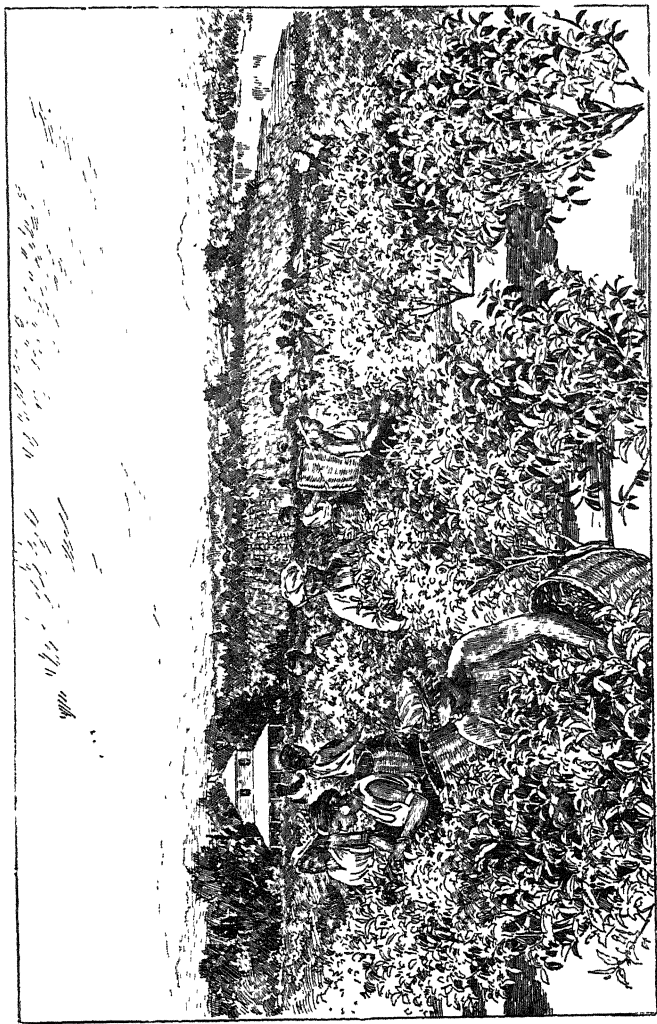
4. The first thing to do in forming a plantation is to cut or burn down the jungle. The soil then exposed is of remarkable richness, and needs only to be worked to yield its wealth. No plough is required, but coolies are engaged to turn over the ground with long-handled hoes. This is important work, and the planter's troubles begin with his workmen, who lose no chance of neglecting their duties.

5. When hoeing is finished, the young tea-plants are brought from the nursery, and planted at equal distances by women and children, who gently pat down the earth round the tender plants with their hands. For two years the plant is allowed to grow, and at the end of that time the straggling top shoots are cut off, and the whole plant is reduced to a height of four feet.

6 Next year the planter gathers his first small crop of leaves. In succeeding years the crop increases, until the eighth or ninth is reached, when the garden yields as much as it ever will.

7 The plucking of the leaf is not so easy as might be imagined. The plant requires careful handling. The shoot is taken between the forefinger and the thumb, and then by a quick, clever turn of the wrist is nipped off quite clean. A "sirdar" or foreman overlooks the pluckers. He marches up and down between the rows of tea bushes, armed with a small stick, in and out among the pluckers, yelling at the top of his voice, and always inciting them to make haste and get along.

8. If the crop is a good one, a plucker will gather about twenty pounds of tea in a day. The leaves when plucked are spread out on fine wire netting, supported by bamboo poles, to render them soft, so that they may not be crushed



Tea Planting in Assam - Plucking the Leaves

to powder when rolled in the machine. After being rolled the tea is spread out on mats. It gradually changes in colour, and when it has reached a particular shade of light brown it is put on trays, and warmed over fires of heated charcoal.

9. And now indeed the planter's patience is tried. He has managed to get over the difficulty of procuring labourers, to escape the evils of blight on his plants, to protect his garden from the ravages of cattle and wild beasts; but it seems almost impossible to make a coolie understand that the tea leaves must be regularly moved about, or they will be burned and spoiled.

10 So the planter has constantly to watch—both the tea-leaves and the coolie. When this stage of work has, however, been successfully completed, the tea is sifted and sorted according to its quality. It is then carefully packed in boxes, which are sent in carts drawn by bullocks to the nearest river, there to await shipment by the first steamer going down stream.

(a) **Combine by using 'neither . nor'.**—1 Skill is not the most necessary thing. *Diligence is not the most necessary thing* 2. No plough is required for the soil *No manure is required for the soil.*

(b) **Use in sentences.** possess, success, act, protect, vex

(c) **Make, where possible, from words in (b) words ending in:**
-or, -ion, -ive.

A COACH RIDE EIGHTY YEARS AGO.

1. It is not easy for people nowadays to imagine a time when there was no such thing as a railway engine. Yet, if we could go back seventy or eighty years, we should find our great-grand-fathers living in a country upon which no railway line had yet been laid, and travelling from place to place in coaches.

2. The mail-coach was the favourite and the fastest means of conveyance, and nothing was more exciting than a coach-journey after the news of a great victory had arrived in London. One of our great writers has written the following account of a ride he took on such an occasion.

3. "From eight o'clock in the evening to fifteen or twenty minutes later, imagine the mails assembled on parade in Lombard Street, where at that time the General Post-office was placed. We filled the street, though a long one, and though we were drawn up in double file.

4. "On any night the spectacle was beautiful. Every part of every carriage had been cleaned, every horse had been groomed, as carefully as if they belonged to a private gentleman. But the night before us is a night of victory, and horses, men, carriages, are all dressed in laurels and flowers, oak-leaves and ribbons.

5. "The spectators express their feelings by

continual hurrahs. Every moment you hear the thunder of lids locked down upon mail-bags. That sound is the signal for drawing off. Then come the horses into play. Horses! Can these be horses that bound off with the action of leopards?

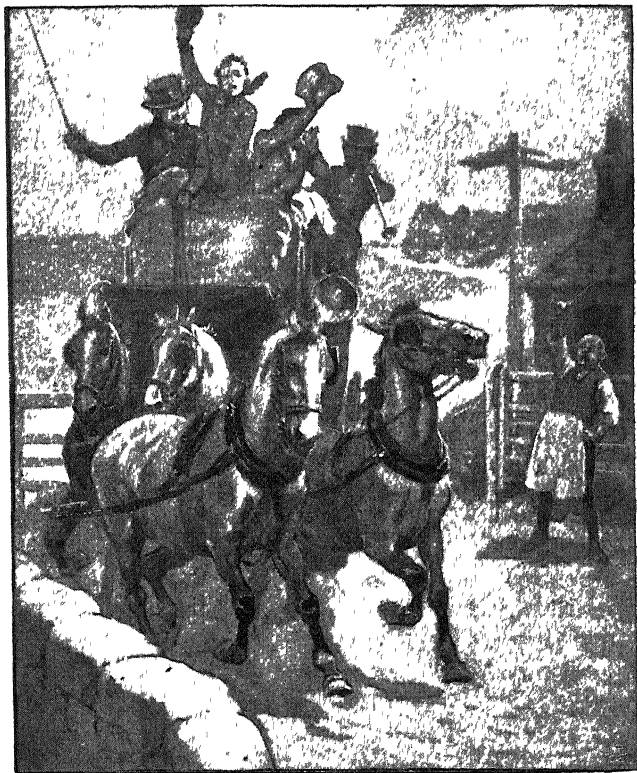
6. "What stir! what a thundering of wheels! what a trampling of hoofs! what a sounding of trumpets! what farewell cheers! what cries of 'Waterloo for ever!'

7. "Free from the crowded streets of the city, we soon begin to enter upon our natural pace of ten miles an hour. In the broad light of the summer evening we are seen from every story of every house. Heads of every age crowd to the windows; young and old understand the meaning of our gay ornaments, and volleys of cheers run along us, behind us, and before us.

8. "Women and children, from garrets alike and cellars, look down or look up with loving eyes upon our gay ribbons, and our martial laurels; sometimes kiss their hands; sometimes hang out, as signals of affection, pocket-handkerchiefs, aprons, dusters, anything that, by catching the summer breezes, will express an airy joy.

9. "On the London side of Barnet, observe that private carriage which is approaching us. The weather being so warm, the windows are

down; and we can see everything that goes on within. It contains three ladies—one likely to



be 'Mamma', and two of seventeen or eighteen, who are probably her daughters.

10. "When they catch sight of us, the girls start and raise their hands; the colour rushes to

their faces, and we can almost hear them saying: 'See! see! look at their laurels! Oh, Mamma! there has been a great battle, and it has been a great victory!'

11. "In a moment we are on the point of passing them. We passengers—I on the box, and the two on the roof behind me—raise our hats to the ladies. The coachman makes his salute with the whip; the guard touches his hat. The ladies move to us in return, with a winning graciousness.

12. "Will these ladies say that we are nothing to them? Oh no, they will not say that. They cannot deny that for this night they are our sisters: gentle or simple, scholar or servant, for twelve hours to come, we on the outside have the honour to be their brothers."

—Adapted from *De Quincey's "English Mail-Coach"*.

(a) Combine by using 'both and'.—1. The mail-coach was the favourite means of conveyance. *The mail-coach was the fastest means of conveyance.* 2. The horse belonged to a private gentleman. *The carriage belonged to a private gentleman.*

(b) Use in sentences, (i) as *qualifying the subject*, (ii) as *qualifying the object*: easy, private, gay, airy.

(c) Make and use in sentences words in -ly from forms in (b).

OLD TOWLER.

- Bright chanticleer proclaims the dawn,
And spangles deck the thorn,
The lowing herds now quit the lawn,
The lark springs from the corn.

Dogs, huntsmen, round the window throng,
Fleet Towler leads the cry;
Arise the burden of my song—
This day a stag must die.

With a hey, ho, chevy!
Hark forward, hark forward, tantivy!
Hark, hark, tantivy!
This day a stag must die.

2. The cordial takes its merry round,
The laugh and joke prevail;
The huntsman blows a jovial sound,
The dogs snuff up the gale.
The upland wilds they sweep along,
O'er fields, through brakes they fly;
The game is roused, too true the song—
This day a stag must die.

With a hey, ho, chevy!
Hark forward, hark forward, tantivy!
Hark, hark, tantivy!
This day a stag must die.

3. Poor stag! the dogs thy haunches gore,
The tears run down thy face,
The huntsman's pleasure is no more,
His joys were in the chase
Alike the gen'rous sportsman burns
To win the blooming fair,
But yet he honours each by turns—
They each become his care.

With a hey, ho, chevy!
Hark forward, hark forward, tantivy!
Hark, hark, tantivy!
This day a stag must die.

THE BEGINNING OF THE RAILWAYS.—I.

1. The mail-coach with all its romance has gone for ever. Sleepy country towns are no longer stirred into life by the tootle of the horn and the clatter of the hoof. The sleek, glossy horses, glowing with life, yet obedient to whip and rein, have given place to the iron locomotive, dull and dead until the hand of the driver compels it to activity.

2. Yet there is romance in the story of the locomotive. This gigantic iron creature, so helpless of itself, so vigorous under the hand of its master, tells out the romance of a life of patient, plodding genius.

3. On the 9th of June, 1781, George Stephenson was born, the second son of a poor Northumberland labourer. His father's wages, as fireman at a colliery, were only twelve shillings a week, and on this small sum a family of six had to be supported.

4. There was no money to spare for anything but bare food and clothes, and so George had no schooling. He could neither read nor write until he attended a night-school when he was a young man.

5. But he was sturdy of body and strong in mind. He was not a lad to be scared by hardship, or overcome by difficulties. Very soon he

began to be eager to do something that would help his parents; and he was a proud boy, when, in his ninth year, a farmer paid him twopence a day for minding cows.

6. That was the lowly beginning of a successful and honourable life.

“One step at a time, and never backward”, might be written as George Stephenson’s motto. Before long he was promoted from the meadow to the turnip-field, where he earned fourpence a day by hoeing. Then he left the turnips for the coal-pit, at the mouth of which



George Stephenson.

he earned sixpence a day for clearing away dross.

7. So step by step he rises; assistant to his father, foreman, at length engineman, we find him at thirty years of age known in his district as a steady and trustworthy workman. By this time he had learnt to read, write, and figure. In the long night watches by the pit, in the moments he saved at his meals, he would scrawl letters and work out sums with a bit of chalk on the sides of the coal-wagons.

8. George had always had a fancy for knowing

the ins and outs of things. He would take clocks and watches to pieces, find out how they worked, and put them together again. If anything went wrong with a neighbour's watch, the man would bring it to Geordie Stephenson, sure that he could put it to rights.

9. When he was placed in charge of the pumping-engine at the colliery, he soon learned to understand it as thoroughly as he understood clocks. Once an engine broke down, and when all the engineers in the place had failed to set it going again, George took it in hand, and soon put it in working order.

10. The knowledge he had thus gained led George to believe that he could do what no one had done before—make an engine which would pull a load at a good speed. Many attempts had been made at various times by engineers to build a locomotive engine, but none had been really successful.

11. The engines they made had an awkward trick of bursting, or of falling to pieces, or of standing stock-still when they were expected to move. Those that had any success at all had cogged wheels that worked on cogged rails, and, when they did not slip off, they moved so slowly that they were not worth the expense of keeping them up.

(a) Use word or phrase for sentence in italics.—1. George Ste-

Stephenson was born in 1781. *George Stephenson was the son of a Northumbrian labourer.* 2. His father had very small wages. *His father was a fireman at a colliery.* 3. A farmer paid George twopence a day. *The farmer was a neighbour.*

(b) Use in sentences as *object* locomotive, romance, twopence, letter.

(c) Make and use in sentences words in -er from write, learn, farm, labour.

THE BEGINNING OF THE RAILWAYS.—II.

1 Stephenson believed that he could make a locomotive which would run with smooth wheels on smooth rails. To the astonishment of everybody he succeeded, and his first engine drew the coal-wagons at the colliery of Killingworth for many years.

2. By and by there was talk of constructing a tramroad between Stockton and Darlington, for the conveyance of goods by horse-power. Hearing of this, Stephenson suggested that a railway should be made instead of a tramroad, and offered to supply engines which would draw the trucks faster than horses could.

3. The directors of the scheme were at first very doubtful whether he could do what he promised. But a visit to the Killingworth colliery, where Stephenson's engine was at work, convinced them that what he said was true, and he was appointed their engineer at a salary of £300 a year.

4. The railway was constructed, and on Sep-

tember 27, 1825, the first train started from Darlington. A man carrying a flag led the way on a horse, and men on foot and on horseback tried to keep pace with the train. But George, who was driving the engine, called to the man ahead to get out of the way. Then, to the surprise of the immense crowd of people, he raised the speed of the engine to fifteen miles an hour, and the runners and the horsemen were soon left far behind.

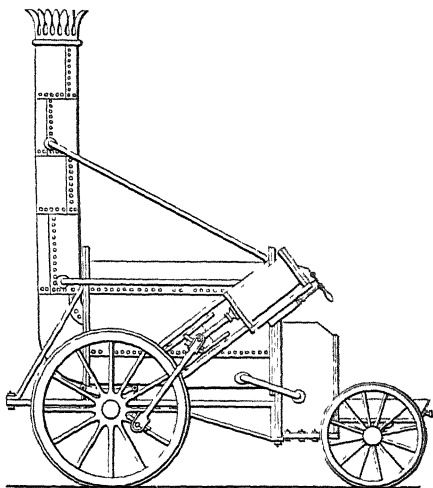
5. Five years later the first passenger railway was opened between Liverpool and Manchester. For this, too, Stephenson was the engineer. The scheme had at first excited great opposition. People said it was absurd to talk of travelling twice as fast as coaches: they would not trust themselves to the mercy of a machine going at so rapid a rate; they might as well allow themselves to be fired off in a sky-rocket!

6. One gentleman said: "Suppose the engine were going at the rate of nine miles an hour, and a cow strayed upon the line and got in its way, would not that be very awkward?" "Yes," replied Stephenson, with a twinkle in his eye, "very awkward—for the *cow*!"

7. All difficulties were cleared away, and the railway was made. The prize of £500, offered for the best locomotive engine, was won by Stephenson, and on September 15, 1830, the line

was publicly opened. Stephenson's engine, the *Rocket*, drew a train, loaded with passengers, at the unheard-of rate of thirty-five miles an hour.

s. That was the beginning of the great railway



Stephenson's Locomotive—the "*Rocket*", 1829

system which now forms a network all through Britain. Stephenson was rightly regarded as the foremost railway inventor of the day, and the wonderful locomotives of the present day, huge yet graceful, complicated yet moving almost at a touch of the finger, are only improvements on the *Rocket* of seventy years ago.

(a) Combine into single sentences.—1. Everybody was astonished. *Stephenson succeeded* 2. They made a tramroad. *The tramroad conveyed*

goods by horse power. 3. They made Stephenson their engineer. *They gave him a salary of £300 a year.*

(b) Use in sentences, as *subject*: engine, railway, scheme, prize.

(c) Make and use words in -or, -ion, -ive, from. succeed, construct, direct, invent.

COAL.

1 It has been said that Britain's power is founded upon coal, and there is indeed a good deal of truth in the statement. Without coal, we should be unable to run our locomotives and steamboats, or keep our factories at work. Without it we could never have developed our manufactures as we have done.

2. The coal-beds of England and Scotland are very extensive, and not only do we mine the coal in immense quantities for our own use, but we send shiploads of it to all parts of the world, and exchange it for other goods.

3 We hear of coal being worked in Britain first during the reign of Henry III., who, in the year 1239, granted a charter to Newcastle-upon-Tyne giving liberty to dig coal. Newcastle thus early became the head-quarters of the coal industry, and, as the new fuel was sent to other places by sea, it got the name of *sea-coal*.

4 In those days the word *coal* meant any kind of charred wood or charcoal. Wood was everywhere in use for household fires and for smelting,

and its place was only gradually taken by sea-coal.

5 At first people thought sea-coal a very dangerous substance to burn in a house. Fire-places were not well-built and were generally smoky. Indeed, in many cottages, the smoke was allowed to find its way out through a hole in the roof, without the aid of a chimney at all.

6. Wood smoke is unpleasant enough, but people were used to it and had learnt to disregard it; but coal smoke smelled badly, made the eyes smart, and brought on cough. And so for a long time no one who could get wood to burn would use coal in a house.

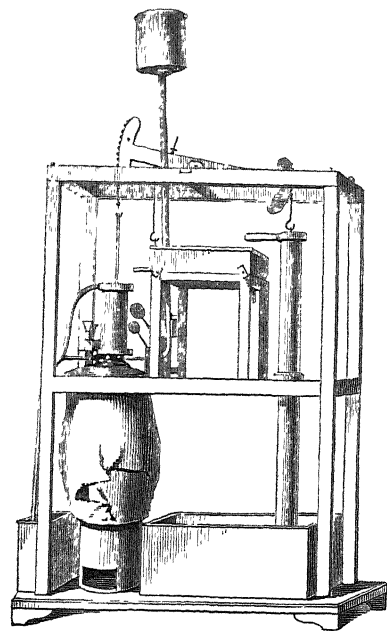
7. In course of time iron grates which prevented smoke were devised for coal fires, and then coal began to come into more general use. The grate was an expensive article, and the possessor of one was proud of it and took much care of it. It was not uncommon in old wills, to insert a clause specially bequeathing the grate for the sea-coal fire as a valuable possession, just as nowadays a man will leave a picture or a fine article of furniture to a dear friend.

8. It was not, however, until the steam-engine was invented that coal-mining became an important industry. The first workable steam-engine was that of Newcomen, which was used about the year 1715 for pumping the water out of

the coal-mines in Newcastle. The improvements effected by James Watt fifty years later made the steam-engine practically a new invention. By

means of the improved engines it became possible to pump out and work mines of greater depth than had ever before been attempted.

9. Thus the improvement of the steam-engine brought with it the development of coal-mining, while on the other hand, but for coal, the engine would for years have been a still, silent piece of lumber. Nowa-



Model of Newcomen's Engine —From the original
in Glasgow University

days oil is sometimes used as fuel.

10. In Britain iron is generally found near the coal-beds, and the coal required for smelting being thus near at hand, the iron industry is carried on to great advantage. Our great stores of coal and iron enable us to build iron ships

more quickly and at less cost than any other nation. And as the security and the wealth of the empire depend upon its navy, it may be said the British empire is founded upon British coal.

(a) **Combine into single sentences** —1. The coal-beds of England are extensive *The coal-beds of Scotland are extensive.* 2. The word coal meant any kind of charred wood *The word coal meant charcoal.* 3. Fire-places were not well built *Fire-places were generally smoky*

(b) **Use in sentences**, (i) as *subject*, (ii) as *object*: coal, smoke, grate.

(c) **Make and use words in -or, -ion, -ive, from**. prevent, possess, extend.

THE CAVALIER'S ESCAPE

[In the civil war, which broke out between Charles I and his parliament in 1642, the supporters of the king became known as "Cavaliers" and his opponents as "Roundheads"]

1. Trample! trample! went the roan,
 Trap! trap! went the gray;
 But pad! pad! like a thing that was mad,
 My chestnut broke away.
 It was just five miles from Salisbury town,
 And but one hour to day.
2. Thud! thud! came on the heavy roan,
 Rap! rap! the mettled gray;
 But my chestnut mare was of blood so rare,
 That she showed them all the way.
 Spur on! spur on! I doffed my hat,
 And wished them all good-day.
3. They splashed through miry rut and pool,
 Splintered through fence and rail;
 But chestnut Kate switched over the gate,
 I saw them droop and tail.

To Salisbury town, but a mile of down,
Over this brook and rail.

4. Trap! trap! I heard their echoing hoofs
Past the walls of mossy stone,
The roan flew on at a staggering pace,
But blood is better than bone.
I patted old Kate and gave her the spur,
For I knew it was all my own.
- 5 But trample! trample! came their steeds,
And I saw their wolf's eyes burn;
I felt like a royal hart at bay,
And made me ready to turn.
I looked where highest grew the may,
And deepest arched the fern.
6. I flew at the first knave's sallow throat;
One blow, and he was down.
The second rogue fired twice, and missed;
I sliced the villain's crown.
Clove through the rest, and flogged brave Kate,
Fast, fast, to Salisbury town.
7. Pad! pad! they came on the level sward,
Thud! thud! upon the sand;
With a gleam of swords, and a burning match,
And a shaking of flag and hand.
But one long bound, and I passed the gate,
Safe from the canting band.

—G. W. Thornbury.

A RAILWAY CHASE.—I.

1. A train that had backed into a siding was so heavy that Campbell, the engine-driver, could

not get his engine to move up the incline. The stoker, Blacklock, went off to get assistance from another engine, but during his absence Campbell succeeded in moving the train.

2. Campbell was a good driver, but he had one great fault: at times he took too much drink. He knew how much depended on his keeping steady, but his bad habit was too strong for him, and on this morning he was tipsy. The result was that, instead of drawing up at the platform, he drove the engine forward on the wrong line.

3. Blacklock, observing what had happened, was horror-struck, for an express train would soon be approaching on the same line. He jumped on the engine of his friend Sinclair, and they set off in pursuit of the runaway train, hoping to avert an accident.

4. The runaway engine and train had got the start of them by nearly two miles. If the express were true to her time, there was no hope. In five or six minutes there would be a collision. But if the express were in the least behind, there was still a chance. Away, then, and away!

5. On they went with thundering crank and grinding steel. The tender quivered and rocked; the ground, lit by the glare of the engine lamps, swept like lightning under them. Away and away, like a fiery meteor through the driving

storm and darkness. The telegraph poles flew past like frightened spirits. "There!—there she is!" burst from the lips of both men, as they caught sight at last of two red lights shining far ahead upon the line.

6. They dashed with a roar between the rocks at Elmslie's farm, burst forth again, and away on the wild and terrible pursuit. They were gaining rapidly on the train ahead. There was hope. They dashed with another roar under the bridge beyond the junction, and still away and away. "Life or death!—life or death!—life or death!" the clanking wheels seemed to say.

(a) **Combine into single sentences** —1 Campbell could not get his engine to move. *Campbell was the engine-driver.* 2. The stoker went for help. *Blacklock was the stoker.* 3. The tender quivered. *The tender rocked.*

(b) **Use in sentences**, (i) as *nouns*, (ii) as *verbs*: back, chance, start, hope, roar.

(c) **Make and use compound nouns from**: engine, railway, horror.

A RAILWAY CHASE.—II.

1. Just as the runaway train was thundering over the iron bridge near Blackford, they dashed alongside. The train was bowling along the parallel rails at the rate of thirty miles an hour. As Sinclair and Blacklock passed carriage after carriage, they could see, in the dusky light of the lamps within, the dim rows of passengers, many

of them asleep, and all unconscious that they were on the wrong line, rushing headlong into the jaws of death.

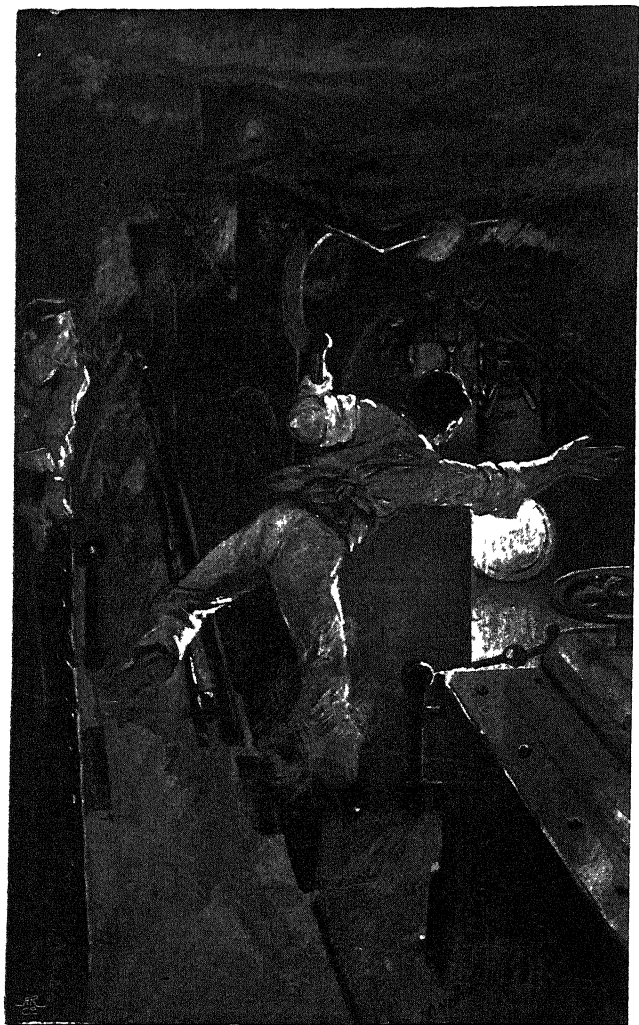
2. On they thundered till they came abreast of the engine. Campbell was there, but stupefied with drink, sitting on the seat under the storm-board, with head hanging down nearly to his knees. Blacklock shouted and yelled at the top of his voice, Sinclair blew the whistle, but Campbell could not be aroused.

3. "Let's dash ahead and signal the express to stop," cried Sinclair. He pulled out his watch and stooped to see the time. Eight minutes to eleven. The express was two minutes behind her time already. There was not a moment to lose.

4. "Mercy upon us," gasped Blacklock, clutching Sinclair's arm, "here she comes!"

He was right. Far ahead along the line, two points of light like fiery eyes had glided into view, and were fast growing brighter and fiercer as the iron monster from the south came on through the darkness at the rate of a mile a minute. Already the thunder of its approach was faintly heard. Scarcely a mile separated the two trains—in thirty seconds they would be together.

5. "Signal — signal the express!" shrieked Blacklock. But Campbell's engine, how was it to be checked? Blacklock looked at the narrow



Blacklock jumps on to the Runaway Engine

space that separated the two engines. A few feet—only a few feet—and a hundred human lives at stake!

6. "I'll jump!" he cried. In a moment, before Sinclair could hold him back, he had crouched, and made the desperate spring. He alighted upon the footboard of the other tender. He staggered for a moment; but, recovering his balance, sprang forward to the engine, shut off the steam, and put on the brake.

7 It was all the brave fellow could do. Now for life—for life! He seized the drunken man. He dragged him to the side of the engine to leap off, when in an instant the express flashed through the darkness, and, like a thunderbolt, shot full upon them. The earth shook with the terrific shock. The engines were smashed, the furnace fires flared up, the huge carriages of both trains leaped madly over one another, while piercing shrieks rang wildly out into the shuddering air of night.

8. Blacklock had jumped in vain. When people came to search the ground, he was found still clutching with his lifeless arms the body of the man whose folly had wrought the disaster, and for whom the stoker had risked and lost his own life. —(*The Rev. David Macrae. By permission. Adapted.*)

(a) Combine by using 'who'.—1. Blacklock could see the passengers. Blacklock had passed carriage after carriage. 2. Campbell was there.

Campbell was stupefied with drink. 8. Sinclair blew the whistle. *Sinclair saw the danger.*

(b) **Use in sentences** as *attribute to subject* runaway, huddled, human, brave

(c) **Use in sentences**, (i) as *prepositions*, (ii) as *adverbs*. along, down, over, behind.

A NOBLE WOMAN.

1. One day in May, in the year 1780, a little girl named Elizabeth Gurney was born in the cathedral town of Norwich. Her parents belonged to the Society of Friends, but were not of the stricter sort; and Elizabeth grew up a gay, lively girl, fond of attending balls and concerts, and of wearing fine clothes.

2. When she was about seventeen, however, a good American gentleman visited her home, and the talks she had with him led her to make a more earnest use of her life. She began to wish to do good, and she set about helping the poor and the sick around her home. She even started a school, and had wonderful skill in teaching the seventy poor children who attended it.

3. At the age of twenty she became the wife of a Mr. Fry, and left her country home for London. There she still helped the poor and wretched, and her name after a time became specially connected with work in prisons.

4. She heard from some of her friends of the

terrible state of the female prisoners in Newgate jail. At that time the laws were far more severe than they are to-day, and there were many more criminals. Newgate was crowded with a vast number of prisoners, both men and women, and their condition was shocking in the extreme.

5. Three hundred women, some of them with little children, were crowded into a very small space, where they lived more like wild animals than human beings. They were given no work to do; some of them had scarcely any clothes; they cooked, ate, and slept in the same rooms, and at night lay on the bare and filthy floor without bed-clothes to cover them.

6. Old and young were huddled together, those who had committed but slight offences with those who had been guilty of the most dreadful crimes. The cells rang with the yells of violent women, and the cries of their children; and even the governor and the jailers of the prison were afraid to venture into the place.

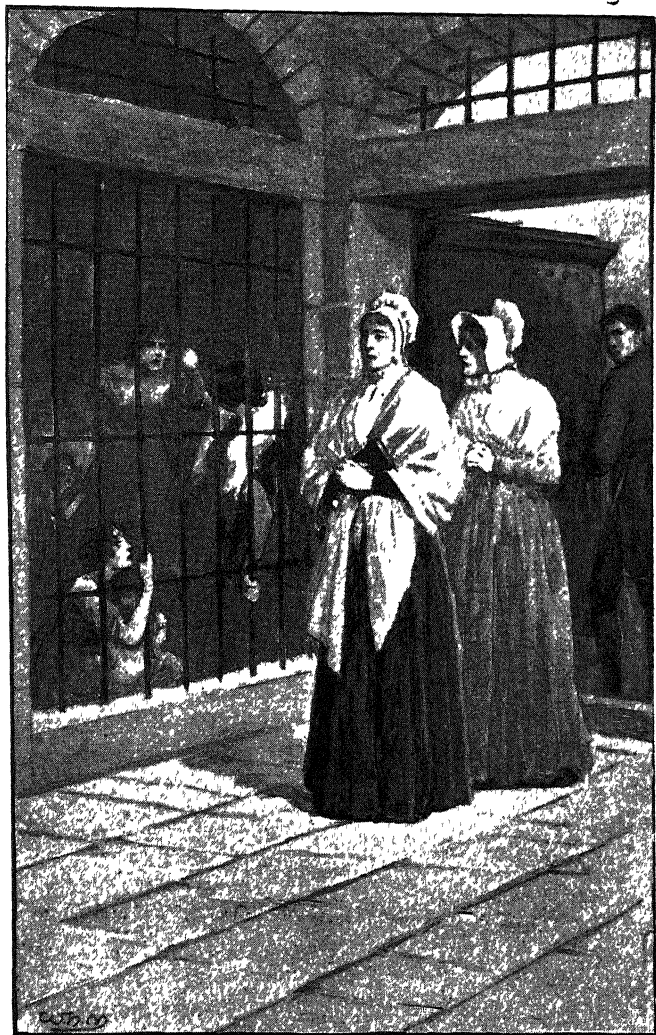
7. Mrs. Fry was sick at heart when she heard of this misery. She made up her mind to visit the jail, and do what she could to improve the condition of the poor women. Her friends tried to keep her back, warning her that she would be robbed and hurt; but her pity was stronger than her fears. With one friend she visited the prison, and was admitted to the women's wards.

8. "It was like a den of wild beasts," she afterwards said. Fierce women were struggling together, some were singing, some dancing, and others were drinking and quarrelling over their games at cards.

9. The appearance of two quiet, gentle, neatly-dressed ladies struck silence into this noisy crew. When Mrs. Fry began to read, in her clear, impressive voice, some passages from the gospels, the din was hushed, and the women listened with attention.

10. That was the beginning of the wonderful work done by Mrs. Fry for the prisoners. She did not merely read to them and pray with them, she provided clothes and work for them, and started in the prison a school for the children. She got the governor to separate the hardened criminals from those who were not so bad, and to allow her to put in force a plan for keeping the prisoners employed. They were soon tamed: the change made in their conduct was marvellous.

11. When her good work became known, many people were eager to help her, and everybody praised her. One day, old Queen Charlotte, the wife of George III., said she would like to see her, and Mrs. Fry, by some chance, went into a room at the Mansion House where a large meeting was being held, at which the queen was present.



Mrs Fry visits Newgate Prison.

12. The queen stepped forward and spoke in the most kindly way to Mrs. Fry, and all the people, seeing these two good women together, burst into hearty cheers.

13. The government asked Mrs. Fry's advice as to the best way of reforming the prisons of the country. Foreign nations consulted her on the same matter, and once the King of Prussia, when visiting England, went with her to Newgate to see the improvements she had brought about, and afterwards took tea in her house, like one of her own family.

14. Before her death in 1845, this noble woman did much good work in other ways at home and abroad. Her patience, self-denial, and unfailing kindness won the love and respect of all who knew her; and she deserves to be always remembered as a benefactor to mankind.

(a) Combine by using 'whose'—1. Her parents belonged to the Society of Friends. *Her parents' residence was in Norwich.* 2 She became the wife of Mr. Fry. *Mr. Fry's business was in London.* 3. Newgate was crowded with prisoners. *The prisoners' condition was shocking.*

(b) Use in sentences as predicates. started, heard, visited, struck

(c) Make words in -s, -er, -d, -ing, from: quarrel, pity, say, subdue

JORGEN JORGENSON.—I.

1. Among stories of daring and adventure, none is more remarkable than the story of Jorgen Jorgenson's life. Born at Copenhagen in the

year 1780, in his early years he became familiar with the sight of ships, and grew up with a great longing to go to sea.

2. After spending several years as apprentice on board an English cutter, Jorgenson shipped on board a South Sea whaler which was going out with stores to the Cape of Good Hope. This was the beginning of a period of interesting service under the British flag in the south seas.

3. By and by Jorgenson returned to his native town, and found that Denmark was at war with England. Copenhagen had been bombarded, and the Danish fleet destroyed. Jorgenson's father, with other merchants all like himself burning with the desire for revenge, bought a vessel of twenty-eight guns, and presented it to their government, young Jorgenson being placed in command.

4. After capturing several English merchant ships, Jorgenson fell in with an English war-ship near Flamborough Head, and was forced, after a sharp fight, to surrender. He was taken prisoner to London, and there liberated on parole.

5. Now it happened at this time that the people of Iceland were in danger of famine, for they depended on Denmark for most of their food, and the war had prevented their getting supplies.

6. An English merchant, thinking this a good

opportunity for doing a stroke of business, fitted out a vessel to carry provisions to Iceland. Finding Jorgenson unemployed, and wishing to enlist the services of someone who could speak Danish, he offered him the command.

7. When Jorgenson arrived in Iceland, he had great difficulty in disposing of his goods, because the Danish officials were bitterly hostile to the English. But the people were by no means ready to starve, and insisted on the goods being landed and brought to market.

8. Having fulfilled his mission, Jorgenson returned to England, and was placed in charge of a second cargo to be carried to Iceland. Again he found the Danish officials hostile, and this time they had issued a proclamation threatening with death any person who did business with the English.

9. Jorgenson was not thus to be daunted. One Sunday afternoon, when the people were in church, he landed with twelve of his sailors, and marched straight to the governor's house. The governor was resting at home, and before he recovered from his surprise at the sudden attack, he was bound and carried helpless on board the English ship.

10. Several Icelanders who saw this daring deed made no attempt at rescue, for the Danish government was much disliked on account of its

harshness. Jorgenson installed himself as sovereign of Iceland, and the first measures which he took so pleased the people that they were quite content to be ruled by him.

(a) Combine by using 'who' —1 The captain of a whaler engaged Jorgenson *Jorgenson had served his apprenticeship in an English cutter.*

2 They gave Jorgenson the command. *Jorgenson had returned to Denmark.*

(b) Use in sentences, (1) as *adverbs*, (11) as *prepositions* up, out, in, by.

(c) Use words in -ly, -er, -est, from. like, great, early.

JORGEN JORGENSON.—II.

1. Jorgenson did not retain his kingdom long. A British war-vessel happening to arrive, the captured Danish governor succeeded in making his position known to its commander. After making inquiries, this commander insisted on Jorgenson's giving up the government and returning with him to London.

2. There the bold Dane was imprisoned, not for setting himself up as an independent sovereign, but for leaving England without permission while a prisoner of war.

3. In prison Jorgenson formed a habit which was the ruin of his life. In those days the prisoners could meet together, and no trouble was taken to prevent the worst criminals from corrupting, by their evil habits and talk, those who were less wicked.

4. Card-playing and gambling were practised in

prison without hindrance, and Jorgenson soon fell a victim to the vice. When released from prison, the habit of gambling was so strong upon him that he lost at cards every penny he possessed.

5. After suffering many hardships and going through many adventures, he found himself again in prison, on this occasion for debt. While there he was sent for by the government, his debts were paid, and he was intrusted with an important secret mission to the Continent.

6. Even now, however, with this splendid chance before him of gaining a good position, he could not give up his gambling. He lost all the money given him for his journey, and had to cross to the Continent as a common sailor. Getting money from the English ambassador in Paris, he set out on his mission, which he performed to the satisfaction of his employers.

7. But on his way back to England he again lost all his money at cards, and left Paris one bitter winter morning on foot, with scarcely any clothes to cover him. On arriving in London he was handsomely rewarded by the government for his work, and then he made up his mind to give up card-playing. Old habits, however, proved too strong for him, and he went from bad to worse.

8. In order to get money to gamble with, he at length attempted to sell some furniture from

his lodgings. He was thrown into prison, and by and by was shipped off as a convict to Van Diemen's Land.

9. There, after a time of good behaviour, he was made a clerk in the government offices, and afterwards was attached to several exploring parties. Then he was appointed constable in a country district, and did such excellent work, in putting down the robberies and violence of the natives and the white bush-rangers, that he received a pardon and became a free man.

10. For further services in a war against the blacks he was presented with 100 acres of land. He might now have settled down to the position of a comfortable farmer, but his old habits once more got the better of him. He sold his land, lost all the money, and spent his last years in poverty and distress, dying at last in the hospital of Hobart Town.

11. The story of Jorgenson shows how a man of splendid abilities was brought to ruin by one bad habit. He became acquainted with many famous men, who helped him time after time. But for his one bad habit of gambling, he might have risen to positions of honour, and have left a name which would have been remembered with respect and pride.

(a) Combine by using 'whom'.—1. The bold Dane was imprisoned. *The English commander had seized him.* 2 The English ambassador gave

him money. *He met the English ambassador in Paris* 3. Jorgenson became an explorer. *They made Jorgenson a government clerk*

(b) **Use in sentences** lost, reward, spent, shows.

(c) **Make adverbs in -ly from** evil, secret, scarce, famous.

SONG OF THE DANISH SEA-KING.

1. Our bark is on the waters deep, our bright blades in
our hand,
Our birthright is the ocean vast—we scorn the girdled
land,
And the hollow wind is our music brave, and none can
bolder be,
Than the hoarse-tongued tempest raving o'er a proud
and swelling sea!
2. Our bark is dancing on the waves, its tall masts
quivering bend
Before the gale, which hails us now with the hollo of
a friend:
And its prow is sheering merrily the upcurled billow's
foam,
While our hearts, with throbbing gladness, cheer old
Ocean as our home!
3. Our eagle-wings of might we stretch before the gallant
wind,
And we leave the tame and sluggish earth a dim, mean
speck behind,
We shoot into the untracked deep, as earth-freed spirits
soar,
Like stars of fire through boundless space—through
realms without a shore!

4. Lords of this wide-spread wilderness of waters, we
bound free,
The haughty elements alone dispute our sovereignty,
No landmark doth our freedom let, for no law of man
can mete
The sky which arches o'er our head—the waves which
kiss our feet!
5. The warrior of the land may back the wild horse, in
his pride,
But a fiercer steed we dauntless breast—the untamed
ocean tide;
And a nobler tilt our bark careers, as it quells the
saucy wave,
While the herald storm peals o'er the deep the glories
of the brave.
6. Hurrah! hurrah! the wind is up—it bloweth fresh and
free,
And every word, instinct with life, pipes loud its fear-
less glee;
Big swell the bosomed sails with joy, and they madly
kiss the spray,
As proudly, through the foaming surge, the sea-king
bears away.

—*William Motherwell.*

JACKY JACKY.

1 For a long time after the settlement of Australia, the interior of the country remained unexplored and unknown. The few men who ventured far from the coasts returned with bad

reports of the nature of the land. There was little to cheer them. Dreary deserts, stony plains, and dense scrubs wore out their strength.

2 Misery dogged the footsteps of the early explorers. For days together they would be without water, exposed all the time to a burning sun. They would arrive quite exhausted at a water-hole, or well, only to find that the water was too salt to drink. Their horses would be lamed by hard prickly grass or shrubs, and they themselves crippled from the heat of burning sand.

3 In the accounts of these weary wanderings it is a pleasure to turn to the story of a black boy, Jacky Jacky—a story which shows that it is not amongst white boys alone that a strong sense of duty and devotion exists.

4. Jacky's master, Kennedy, was one of a band of explorers who braved the perils of desert and bush to extend our knowledge of Australia. He started in 1848 to explore that narrow part of the country which ends in Cape York.

5. But he never returned; it was the old story. Half-starved and desperate from want of food and water, he was pursued by a band of hostile natives. For a time he resisted bravely, but at last he was overcome and speared when almost within sight of the coast, where a vessel was awaiting him.

6 Jacky Jacky was his only companion. He knew that his master had valued above all things the books and papers in which he had written his reports of what he had seen during the journey. If these fell into the hands of the savages they would be destroyed, and the perilous journey thus rendered fruitless.

7 So, at great risk to himself, Jacky gained possession of the papers, crept through the thick underwood, and hid them in a hollow tree. He was only just in time. The natives came up, and Jacky fled. For two days they hunted for him, but he was clever enough to evade them. Hiding now in the rocks, and now amongst the bushes, he gradually approached the place where he had heard his master say that a ship would be awaiting him.

8. He was taking a rest in what he thought was a safe place, when all at once his retreat was discovered, and the yelling crowd of savages made a dash for him. Jacky darted out and ran for his life down the beach, closely followed by his enemies. By good luck a boat's crew happened to be on shore, and seeing the serious state of affairs they hurried forward, fired their guns, and rescued the exhausted boy.

9. A few words told them all—the long struggle for life, the death of Kennedy, and the hiding of the papers. A party was at once formed to secure them. It advanced, scattered the blacks, and,

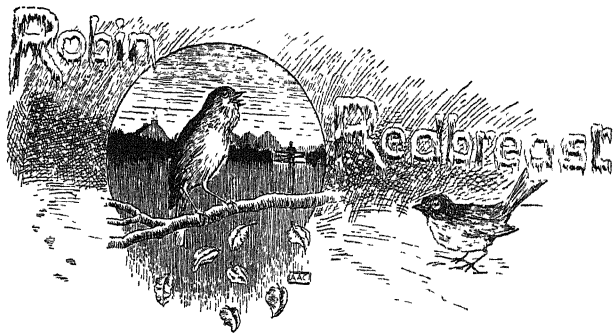
following the brave black boy, soon reached the spot where the papers were hidden. The sailors took possession of them, buried the body of poor Kennedy, and returned to the ship, taking Jacky Jacky with them.

10. His bravery was not forgotten. He was well rewarded and provided for, and it is pleasant to think that the chief knowledge we have of that district is largely due to the devotion shown by this brave black boy.

(a) **Combine the sentences** —1 The men returned with bad reports. *The men ventured far from the coast* 2. Jacky crept through the thick underwood. *Jacky hid the papers in a hollow tree.* 3. Jacky darted out. *Jacky ran for his life down the beach*

(b) **Use in sentences as prepositions:** without, from, within, into.

(c) **Form and use nouns and adjectives from** settle, explore, die, arrive.



1. Good-bye, good-bye to Summer!
 For Summer's nearly done;
 The garden smiling faintly,
 Cool breezes in the sun;

Our thrushes now are silent,
Our swallows flown away,—
But Robin's here in coat of brown,
And scarlet breast-knot gay.
Robin, robin red-breast,
O Robin dear!

Robin sings so sweetly
In the falling of the year.

- 2 Bright yellow, red, and orange,
The leaves come down in hosts;
The trees are Indian princes,
But soon they'll turn to ghosts,
The leathery pears and apples
Hang russet on the bough,
It's Autumn, Autumn, Autumn late,
'Twill soon be Winter now
Robin, robin red-breast,
O Robin dear!
And what will this poor robin do?
For pinching days are near.

3. The fireside for the cricket,
The wheat-stack for the mouse,
When trembling night-winds whistle
And moan all round the house.
The frosty ways like iron,
The branches plumed with snow,
Alas! in Winter dead and dark,
Where can poor Robin go?
Robin, robin red-breast,
O Robin dear!
And a crumb of bread for Robin,
His little heart to cheer.

—William Allingham.

(a) **Combine by using 'whose'.**—1. Robin sings sweetly. *Robin's coat is brown.* 2. The trees will turn to ghosts. *The leaves of the trees are coming down in hosts.* 3. In winter people put out crumbs of bread for Robin. *Robin's heart is sad.*

(b) **Use in sentences** (i) as *adverbs*, (ii) as *prepositions* in, down, on, round.

(c) **Make adverbs in -ly** from. near, sweet, gay, silent.

LOST IN THE BUSH.

1. Night came on, a thick starless night with clouds hanging low over the desert. A cool wind came with the clouds and blew on Gray, and he slept. He was worn out, and he slept for hours.

2. When he awoke all was still, with a stillness unknown save in desert lands. He stood up and looked around. There was no living thing in sight. Even his horse was gone, driven by thirst, as he supposed, to run off in search of water.

3. Gray sank down on the ground again, and sat there with his elbows on his knees, his head propped on his hands, staring steadily before him. Memories of home, of loved friends, of some to whom he had caused pain, crowded upon his mind, and brought tears to his eyes. They did him good; they cleared his brain, and made it possible for him to think of what was best to do.

4. He knew, from the bush stories he had heard, that wanderers are apt to travel in a

circle; and in this sterile waste, where every mile was like every other mile, Gray felt that he might travel round and round and never know it. To prevent this he dug, here and there, shallow holes with his knife, and stuck boughs of bramble into them, so that he might recognize the spot if he came to it again.

5. Then he set off, determined to make a stout struggle for life. Towards noon the clouds gradually cleared away, and the sun blazed down upon him. This was better in one way, as he could now be sure of walking forward, but it increased the torment of thirst until it became dreadful agony.

6. He struggled on, the desert stretching round him in its blank, fearful loneliness, till at length he felt that he could go no further. He flung himself down on the burning sand and hid his eyes from the light. Towards evening the clouds gathered again, and he rose and staggered forward. He walked many miles that night, and towards dawn lay down and slept.

7. The second day passed much as the first had done. On the third day his agony of thirst had become unbearable. He **knew** that in a few hours more death must end his sufferings if he could not reach water. With grim determination he battled on that day through the flaming sunshine, and gave himself no rest.

8. Every moment he hoped to see trees rise on the horizon, for where there were trees he knew he should find water; and he was looking eagerly round, when his eye fell on a white object fluttering on the wind from shrub to shrub. At first he could not tell what it was, but, on approaching nearer, he saw it was a piece of paper. It fluttered across his path. He picked it up with a horrible foreboding. It was a letter he had left behind when he started!

9. It was just possible the wind had carried it onwards to cross his path. Gray made an effort to think that this was so. But a few staggering steps further on brought him to the shallow holes in which the brambles stood upright. He had come back to the place from which he had started! All hope died within him as he saw these hollows. He sank down on the sand to wait for death.

10. He was lying face downwards on the sand with his arms flung out before him, when a low distant sound suddenly broke the stillness. He started up and looked wildly round. Soon the sound came again to his ears—the sound of a horse galloping across the desert.

11. He rose from his feet, and in the gathering twilight began to hasten towards the sound. But it grew fainter and fainter; it was dying away in the distance. The rider was going from him. A



"He had come back to the place from which he had started!"

cry of despair broke from the wretched man, and then summoning all his strength, he raised a loud "Coo-ee!"

12. All was still. Either the rider had stopped to listen to his call or had gone beyond hearing. Gray moistened his baked and blistered lips and again shouted. There came a faint answering call; far off and indistinct, but certainly the cry of a human voice.

13. Stumbling forward, Gray made what haste he could over the rough ground, stopping now and then to repeat his call and listen for the answer. The moon rose, and by its light he caught sight of the outline of horse and rider against the pale glow of the sky. With a cry of joy he staggered on for the remaining distance, and as friendly hands caught him he fainted.

14. Revived by a few drops of water from the flask of the horseman, he was soon seated behind him on the saddle, and ere morning he was safe in the settlement of his friends.

—Adapted from "*The Bushranger's Secret*". Blackie & Son.

(a) Combine the sentences.—1 A cool wind came *A cool wind blew on Gray* 2 Memories of loved friends crowded on his mind. *He had caused pain to some of these* 3. The rider had stopped to listen to his call *The rider had gone beyond hearing.*

(b) Use in sentences: I, my, mine, me We, our, ours, us

(c) Make six words like each of following. starless, loneliness, moisten.

AUSTRALIAN RECOLLECTIONS.

1. 'Tis oh! for the sight of a forest wild,
Where the lengthening sunbeams lay
Like golden strips on the verdant grass
At the close of the summer's day!



A River Scene in Australia

- 2 The tender low of a drowsy herd
As they wend to the water's brink,
And flowers cast in by a laughing child
Float by as they slowly drink.
3. The horses wild, with high, arched neck,
And a frightened, graceful look,

As we passed would turn, and bound away
To the shade of some leafy nook;

4. Then curious stand when far away,
And whinny aloud—as, half scared,
They gather from out the valleys near
The rest of the startled herd.

5. The jackass laughs above in the trees,
And the curlew wails from afar,
The sun sinks down behind the blue hill
As rises the evening star.

6. The shadows have gone, the night has come,
And soon will the slumbering moon
Begin to glimmer her snowy white
On the breast of the still lagoon.

7. The day is past in the forest deep,
Where the slanting moonbeams play,
The trees will sleep in the moon's soft light
That closes Australia's day.

8. So though I waken in other lands,
My heart-thoughts ever must stray
Where deepening shadows fall, I know,
In the forest at close of the day

—Philip Dale, "*Voices from Australia*".

DOT'S CLAIM.—I.

1. "It is eight years since I came here from the West Coast," said the manager of a mine one night. "I had been digging, but had no luck, so I settled here and took to farming."

2. "The next farm to ours belonged to a run-away sailor and his wife, named Farleigh. They had one child just turned four years old of whom they were extremely fond. And indeed he was a most lovable little fellow. Most of us loved him as if he had belonged to us. There was no denying anything to Dot—that was his name, Dot—when once he looked at you out of those big blue eyes of his.

3. "Farming didn't seem to agree with the Farleighs any better than it did with us. It was time something turned up, as we were getting poorer every day. Well, something did turn up.

4. "One wild, stormy night, Bill and I were lying in our stretchers reading. About ten o'clock the door suddenly flew open and Farleigh rushed in pale as a ghost, dripping wet and without his hat. Then he stood still as a stone, staring at us without saying a word.

5. "'Whatever is the matter?' I said at last. With that, sir, he threw his arms about wildly and moaned, 'Dot is lost in the Ranges'.

6. "You may imagine what a shock that gave us. You have seen the Broken Ranges yourself, and can judge what chance a delicate little child like Dot would have amongst these rocks on such a night.

7. "That stupid sailor, if you'll believe me, had been out since dark with his wife, searching

for the child instead of rousing the settlement. To make matters worse, it appeared he had lost



Dot wandering in the Ranges

his wife too. They had got separated in the scrub, and he could not find her again. By

chance he had caught the glimmer of sparks from our chimney, and made his way to us. He was covered with cuts and bruises when he arrived, and seemed to be fast losing his reason.

8. "Bill went out at once to tell the news, and in a very few minutes a whole crowd was turned out and ready for a start. They didn't want any coaxing. Bill and I had often been prospecting for gold among the Ranges. We never found any; but we knew the country well, and so we were chosen leaders.

9. "It was pitch dark, with heavy squalls of wind and rain when we started, and the river roared along between its rocky banks. Such scrambling and *coo-eeing*, and slipping and tearing about in the bush in the dark, I should think never happened before. But we managed to keep in some sort of line and covered a large tract of country.

10. "We must have gone fully five miles into the Ranges, when we came across Mrs. Farleigh. We thought at first she was dead; but after a time she revived a little, and we sent her home in charge of two men.

11. "Well, we searched until daybreak, the rain pouring down all the time. And all the next day we searched again without any luck. Then Farleigh broke down completely and had to be carried home to his wife.

(a) **Combine the sentences.**—1 The Farleighs had one child. *The Farleighs were very fond of the child* 2. Bill had often been prospecting for gold. *I had often been prospecting for gold* 3 Farleigh broke down. *Farleigh had to be carried home.*

(b) **Use in sentences:** thou, thy, thine, thee, you, your, yours.

(c) **Make words like.** manager, runaway, lovable, and give meaning.

DOT'S CLAIM.—II.

1. "By the time we had rested and had a meal, the moon rose, and we went to work again. There were quite fifty of us, and we spread out, taking in as much country as we could.

2. "About midnight I saw something shining. It was the steel buckle on the front of poor Dot's shoe. There was only one shoe, and it was all soaked through with rain. There were no tracks round about, so we knew the poor little fellow had lain there last night in the heaviest part of the storm.

3. "But it was not until the sun was rising that Bill and I came out of the scrub on to a small bald knob of rock. There on a bare patch lay Dot, stone dead, with his blue eyes wide open, and the long curly hair, of which his mother used to be so proud, all matted with sand and rain.

4. "I don't believe the little fellow had been dead long. In one hand he had a bit of stick. With the other he held his pinafore gathered

up tight, as children do when they are carrying something.

5. "A pitiful sight it was. Well, we *coo-eed*, and the rest of the party came up in twos and threes, and there wasn't a dry eye amongst them when they gathered round little Dot.

6 "Presently Bill lifted the body up, and as he did so, out dropped from the pinafore some of the most lovely specimens of gold ore you would wish to see. I noticed them at once, so did three or four of the others.

7. "Then we took a look round, and there, right under our noses, as one might say, ran the reef, with bits of gold sticking out of the surface-stone and glittering in the sun.

8. "I don't believe the Germans who were there thought anything of it. Most of them were newcomers, and had never seen a natural bit of gold before. But the others did, and then a hot discussion arose.

"For a short time Bill and I stood listening. Then I looked at Bill; he nodded his head, and I spoke out.

9. "'Look here, men,' I said, 'this may be only a surface reef as some of you think, or it may be something better. I don't care which it is. But it belongs to Farleigh. The child that lies dead there found it, and his father is going to be served first. I am going to mark out what

I consider a fair claim for him. Afterwards you can do as you like. If you object to my proposal you are not men. Bill here will stand by me. We are all poor enough, but none of us has just lost an only child.'

10. "Not one of them objected, and we straight-way marked out what we thought a fair claim for the Farleighs.

11. "Well, the ground turned out to be rich from the first. Farleigh must be a very rich man now. We are all of us well off. But he seldom comes near the place. He never held up his head after that night when they found his boy dead. And when a week later his wife died too, he left the district a broken-hearted man, and we seldom see him now.

12. "That, sir, is the story of how this place came to be called 'Dot's Claim'."

—Adapted from "*Stere Brown's Bunyip*", by L. L. By permission.

(a) Combine by using 'that'—1 The long curly hair was matted with sand. *His mother was so proud of his long curly hair.* 2 The rest of the party came up. *The party had been scattered in twos and threes.* 3 His child found it. *His child lies dead there.*

(b) Use in sentences me, us, you, thee

(c) Make and use words like curly, pitiful, new-comer

AN AUSTRALIAN FLOOD.—I.

1. Jack Redgrave had done well in Australia. By hard and patient work he had acquired a large "run", and had become the happy owner

of some twenty thousand sheep. His manager, M'Nab, was as hardworking and active as himself. Yet a sudden change in the weather overthrew all their plans, and almost reduced them from a state of wealth to one of poverty.

2. The shearing season was coming on, and everything appeared to be going well on the "run". The weather seemed settled, the sun became hotter every day, and all arrangements were made for the work. The sheep had been divided into three groups, and one of these had been placed in a large paddock on the farther side of the dry bed of an old creek which crossed the "run".

3. "Do you think the weather will hold good?" said Jack one night to M'Nab. "It had rather a heavy, hazy look this afternoon."

"That means that it is raining somewhere else," said M'Nab, carelessly.

4. Redgrave felt uneasy, but said nothing more. If the river should rise and a flood occur, he might be ruined. He retired early in a very restless state. More than once through the night he half rose, and listened to the wind that roared and raved and shook the cottage roof in the fierce gusts of the changeful spring.

5. But an hour before dawn he sprang suddenly up, and shouted to M'Nab, who slept in an adjoining room:

"Get up, man, and listen! I thought I could not be mistaken. The river has got up this time."

"I hear," said M'Nab, standing at the window, with all his senses about him. "It can't be the river; and yet, what else can it be?"

6. "I know," said Jack; "it is the water pouring into the back creek where it leaves the river. There must be an awful flood coming down, or it could never make all that noise. Listen again!"

7. The two men stood in the darkness, while louder and more distinctly they heard the fall, the roar, the rush of the wild waters of an angry flood pouring down a deep and empty channel.

8. "I never heard anything like that before," said M'Nab. "I would give a year's wages if I had not taken those sheep across the dry creek. I only did it a day or two since."

9. Rushing forth into the open, he caught his own horse and Jack's, and brought them into the yard. These he saddled and had ready by the first streak of dawn. Then they mounted and rode towards the back of the river paddock.

(a) **Combine by using 'that'.**—1. They divided the sheep into three groups. *The sheep belonged to the run.* 2 Redgrave listened to the wind. *The wind shook the cottage roof.* 3. M'Nab saddled the horses *He had caught the horses.*

(b) **Use in sentences:** he, his, him, they, their, theirs, them.

(c) **Form and use words in -ion from** · divide, possess, act, distinct

AN AUSTRALIAN FLOOD.—II.

1. "I was afraid of this," groaned Jack, as their horses' feet soon splashed in the edge of a broad, dull-coloured sheet of water. "The waters are out such a distance that we shall not be able to get near the banks of the creek, much less throw a bridge over any part of it. There is a mile of water on it now from end to end. The sheep must take their chance, and their only chance is that the river may not rise any higher."

2. "Let us gallop down to the outlet," said M'Nab, "it may not have got there yet."

They rode hard for the point, some miles down, where the winding creek re-entered the river. By cutting across long bends, and riding at full speed, they at length reached the outlet, and to their great joy found it as yet quite dry.

3. "Now," said M'Nab, driving his horse down into the hard-baked channel, "if we can only get the sheep together at this end of the paddock, we may beat the water yet. Did the dog come, I wonder? I hope he did."

4. "I'm afraid not," returned Jack. "We have ridden too hard for any dog to keep up with us, though Help will follow us if he thinks he is wanted."

5. "Stop a bit—stop a bit," implored M'Nab.

“The dog is worth an hour of time, and a dozen men to us. ‘Help! Help! Here, boy, here!’” he shouted.

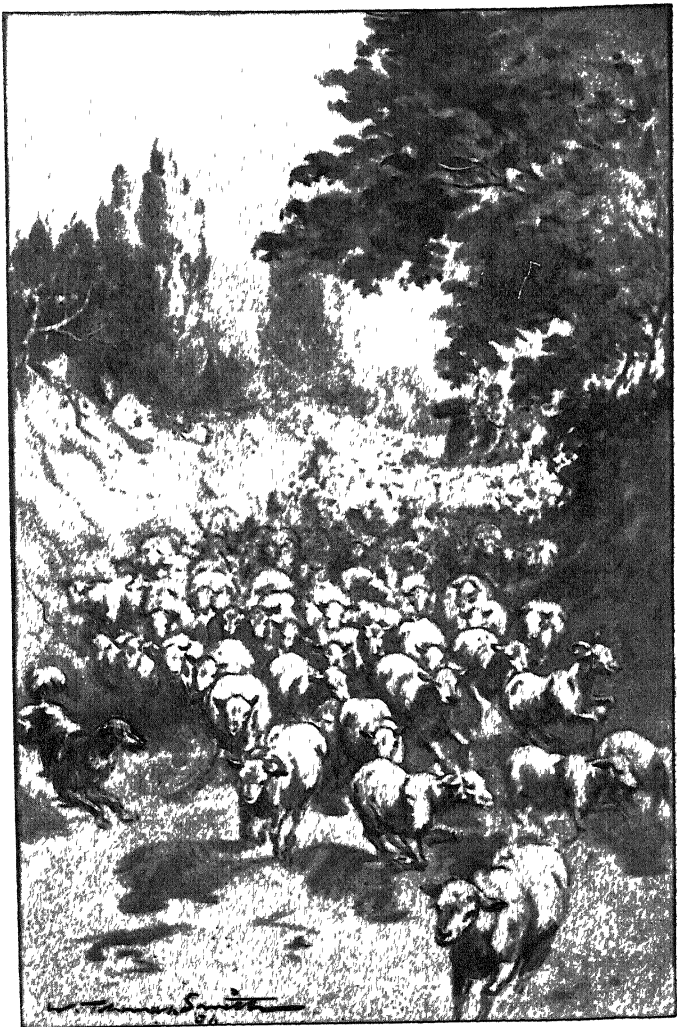
6. Jack put his fingers to his mouth and gave a loud whistle. “That will fetch him, sir, if he is anywhere within a mile. There he is, I declare! See him following our tracks. Here, boy!”

7. As he spoke, a magnificent black-and-tan collie raised his head from the trail, and dashed up to Jack’s side with every mark of delight. With a wave of the hand from Jack, he started off for the nearest body of sheep, and turned them towards the outlet.

8. “We must rush them in now,” said M’Nab. “I’m afraid there is a large flock higher up, but there are five or six thousand of these, and we must make the best of it.”

9. As the sheep moved off on their homeward route, the value of the dog was seen. He flew round the great flock, barking, biting, rushing, worrying—driving, in fact, like ten dogs in one. With the wildest efforts on the part of the men, the great flock, nearly six thousand in number, entered the dry channel, and in a long string began to ascend the opposite bank.

10. Jack and M’Nab worked until the perspiration poured down their faces, till their voices became hoarse with shouting, and well-nigh failed. Horses and men, dog and sheep,



"The great flock . . . entered the dry channel."

were all in a state of exhaustion as the last of them gained the top of the clay bank.

11. "Two minutes more and we should have been too late," said Jack in a hoarse whisper, as the flood rushed up the channel, bearing logs, trees, portions of huts and haystacks upon its tide.

12. The tired dog crawled up the bank and lay down in the grass, looking towards the place where a few minutes ago six thousand sheep had crossed dryshod, but which now was ten feet under water on which a river steamer might have floated.

—Adapted from the "*The Squatter's Dream*". Rolf Boldrewood
By permission of the author.

(a) Combine by using 'which'—1 The sheep must take their chance *The sheep are on the other side of the creek.* 2 The dog raised his head *The dog had been following them* 3 The place was ten feet under water *A few minutes before six thousand sheep had crossed the place.*

(b) Use in sentences she, her, hers, they, their, theirs, them.

(c) Make adjectives like: dull-coloured, hard-baked.

FLORENCE NIGHTINGALE.

1. Girls and boys of the present day can hardly imagine what deep feeling swept through this country in the deadly winter of 1854-55 when it became known that a lady had left her comfortable home to go and lighten the sufferings of our wounded soldiers in the south of Russia.

2. A fearful war was in progress there, between

Russia on the one side, and France and England on the other, and the arrangements for treating the sick and wounded were of the worst kind. For some weeks more than a thousand patients had no bedsteads to lie upon. They lay either on the floor or on boards round the hospital wards. Their beds of chaff were quite unwholesome. The meat served for their meals was so badly cooked that they could not eat it.

3. A great outcry was raised at home. Something must be done. Miss Florence Nightingale was requested to take charge of a band of nurses to go out to the seat of war and try to improve the arrangements. She had in former years trained herself for such work by visiting hospitals at home and abroad, and she at once consented to undertake the task.

4. She departed with the best wishes of all her countrymen. In France, so highly did the people admire her action, that when she crossed the Channel with her band of nurses, the French hotel-keepers refused to accept payment for their lodging, and the fisherwomen of Boulogne carried their luggage through the town.

5. Thousands of ladies at home sent help to her. The queen herself, the young princesses, and the ladies of the court made woollen garments to be distributed amongst the sick soldiers.

6. When she arrived at the seat of war she

found a pitiable state of things. Men and horses were perishing for want of food, though there was plenty within a few miles. The arrangements were so bad that both food and clothing failed to reach those for whom they were intended. Often the soldiers were obliged to walk miles in deep mud to get food after a hard day's work in the trenches.

7. In one of her letters, Miss Nightingale says: "Fancy working five nights out of seven in the trenches. Fancy being thirty-six hours in them at a stretch, often forty-eight hours, with no food but raw salt pork sprinkled with sugar, rum and biscuit; nothing hot, because the exhausted soldier could not collect his own fuel, as he was expected to do, to cook his own food. And fancy through all this the army preserving their courage and patience as they have done, and being now eager (the old ones more than the young ones) to be led even into the trenches."

8. Into such scenes as these, and worse, was Florence Nightingale brought. She had not to nurse a few soldiers, but a multitude. On November 7th she took charge of six hundred soldiers wounded in one battle, and in three weeks the number had increased to three thousand. A few months after her arrival no fewer than ten thousand sick and wounded soldiers were under her care. Hundreds would have

died but for the help brought them by Miss Nightingale and her noble band of lady nurses.

9. Her work was incessant. The Lady-in-Chief, as she was called, would remain on her feet for twenty hours together in order to see the wounded properly cared for. By her untiring labours she at last brought order where there had been disorder, and cleanliness where there had been filth.

10. Her presence filled the poor sufferers with patience and courage. Her influence over the soldiers was immense, and during the whole of this dreadful time no soldier was ever wanting in respect or obedience to her.

11. Under the heavy strain, her health broke down, but she would not give up. Her fearless spirit overcame all obstacles until the end of the war.

12. When she returned to England her praise was in everybody's mouth. But she steadily refused all public reward, and retired quietly to her country home. A sum of £50,000 that was raised to commemorate her services was used at her request for building a training home for nurses.

13. Whilst confined to her house for many years by constant ill health, she has never ceased to labour for the welfare of our fellow subjects at home and abroad, and her name will be ever

remembered with honour and respect wherever the English language is spoken.

(a) **Combine by using 'which'.**—1 They served meat to the wounded. *The meat was badly cooked* 2 The ladies made woollen garments. *The woollen garments were distributed among the soldiers.* 3. They raised a large sum *They applied it to building a home for nurses.*

(b) **Use in sentences** it, its, they, their, theirs them.

(c) **Give meaning of -en in following; make similar words:**
fasten, woollen, driven

SANTA FILOMENA.

Longfellow has paid a beautiful tribute to Florence Nightingale in the following poem —

1. Where'er a noble deed is wrought,
 Whene'er is spoke a noble thought,
 Our hearts in glad surprise
 To higher levels rise.
2. The tidal wave of deeper souls
 Into our inmost being rolls,
 And lifts us unawares
 Out of all meaner cares.
3. Honour to those whose words or deeds
 Thus help us in our daily needs,
 And by their overflow
 Raise us from what is low.
4. Thus thought I, as by night I read
 Of the great army of the dead;
 The trenches cold and damp,
 The starved and frozen camp,—

5. The wounded from the battle plain
In dreary hospitals of pain,
The cheerless corridors,
The cold and stony floors.
 6. Lo! in that house of misery
A lady with a lamp I see
Pass through the glimmering gloom,
And flit from room to room.
 7. And slow, as in a dream of bliss,
The speechless sufferer turns to kiss
Her shadow, as it falls
Upon the darkening walls.
 8. As if a door in heaven should be
Opened and then closed suddenly,
The vision came and went,
The light shone and was spent.
 9. On England's annals, through the long
Hereafter of her speech and song,
That light its rays shall cast
From portals of the past.
 10. A lady with a lamp shall stand
In the great history of the land,
A noble type of good
Heroic womanhood!
 11. Nor even shall be wanting here
The palm, the lily, and the spear,
The symbol that of yore
Saint Filomena bore.
-

ON A KARROO FARM.

1. I believe that most people who have not been there, picture to themselves South Africa as a series of flat and sandy plains. Nothing can be more incorrect. The surface of the whole country is ribbed and broken with mountains, between which, here and there, lie plains. Some of these, like the Great Karroo, are of vast extent.

2. But it must not be imagined that the Karroo is a sandy, worthless desert. On the contrary, its fine red soil, though baked and dried by the burning sun, is capable of supporting a rich vegetation. The shrubs and plants which rise but a few inches above the surface send their roots down to a considerable depth, and manage to live even in very dry seasons.

3. When the rains fall, the dried-up shrubs and plants quickly give place to a blazing carpet of most brilliant flowers. Enormous flocks of sheep and goats sustain life on the Karroo—even on the stumps of the plants, long after every sign of life has gone; and the Karroo farmer does not despair, so long as there is water in his spring.

4. A few years ago I visited one of these up-country farms. It was of enormous size; but large flocks demand far-spreading pasturage, at least under present conditions at the Cape. The

farm was divided into twenty-five stations or "kraals", scattered about in different parts, and the flocks of sheep and goats were largely under the care of natives.

5. In the cool seasons of the year there is little difficulty in providing the animals with water, and even in hot weather it was possible to satisfy them from a large dam which had been made. But occasionally the Karroo is visited by a long and terrible drought, when little rain or moisture falls sometimes for two years in succession.

6. "Then every stream or dam is dried up, every atom of moisture is scorched from the herbage, the plains gasp under clear and brazen skies, and the flocks perish in thousands." During one of these droughts, our host himself lost twenty thousand head of sheep and goats, while farmers not so well provided with water, lost even more heavily.

7. This made our host turn his attention to other ways of procuring water. He bored into the Karroo for it; and at a depth of 212 feet, met with a good supply—enough for the wants of from eight to ten thousand sheep daily. His example has been followed by others, and well-boring has robbed the droughts of much of their terror.

8. Partly on the rising ground behind the farmhouse, and partly upon the open plain, lie

the ostrich camps—great inclosures surrounded by wire-fencing, wherein five hundred birds can wander freely.

9. On the left are the houses of the work-people—and beyond these are the stone kraals in which the flocks of sheep and goats are shut up at night. Still further away, forming a glorious and ever-welcome background, stand the mountains, stern but beautiful.

10. But the flocks are about to be let out, and we hasten to watch them defile forth for their day's pasturage. Well may our host look lovingly at them as the goats pass with their silken coats shining in the sun, for they are among the best in South Africa.

11. In July the goats are clipped. They stand with their heads fixed in iron forks perfectly firm and still until the operation is finished. The sheep on the estate are sheared in November, and twenty men are kept closely at the work for three weeks together. Wool and mohair are exported from the colony each year to the value of two and a half million pounds sterling.

(a) **Combine by using 'which'**—1 The surface is broken with mountains *Between the mountains lie plains.* 2 Enormous flocks feed on the Karroo. *The Karroo is visited by long droughts.* 3. Beyond these are the stone kraals. *The flocks of sheep are shut up in the stone kraals.*

(b) **Use in sentences**, (i) as *subject*, (ii) as *object*: this, that, these, those.

(c) **Form nouns from**: pasture, moist, dry, deep, inclose.

A BLUE WILDEBEEST HUNT.

1. On a July morning in the South African Veldt just after sunrise, two hunters stand upon the box of their wagon, scanning eagerly the great plains around them.

2. Behind them, four miles away, runs a sluggish river, its course marked by some tall trees. In every other direction as far as the eye can reach, stretches a wide plain, yellow with long winter grass and without shade of any kind.

3. One of the men has seen, more than half a mile away, a dark line of game moving slowly from the river across the plain. He stoops down, creeps upon his wagon-bed and unslings a long field-glass from its place. Resting the glass upon the rail he carefully examines the game.

4. Between thirty and forty blue wildebeest are stringing their way in single file across the flats. These great antelopes have crossed the wide plain, and during the night have drunk their fill in the Lake River. They are now retiring at walking pace to their grazing grounds near the thick bush and forest.

5. Breakfast has already been despatched, and the ponies are saddled and bridled. The hunters buckle on spurs, take down their rifles, fasten their cartridge-belts across their shoulders, and,

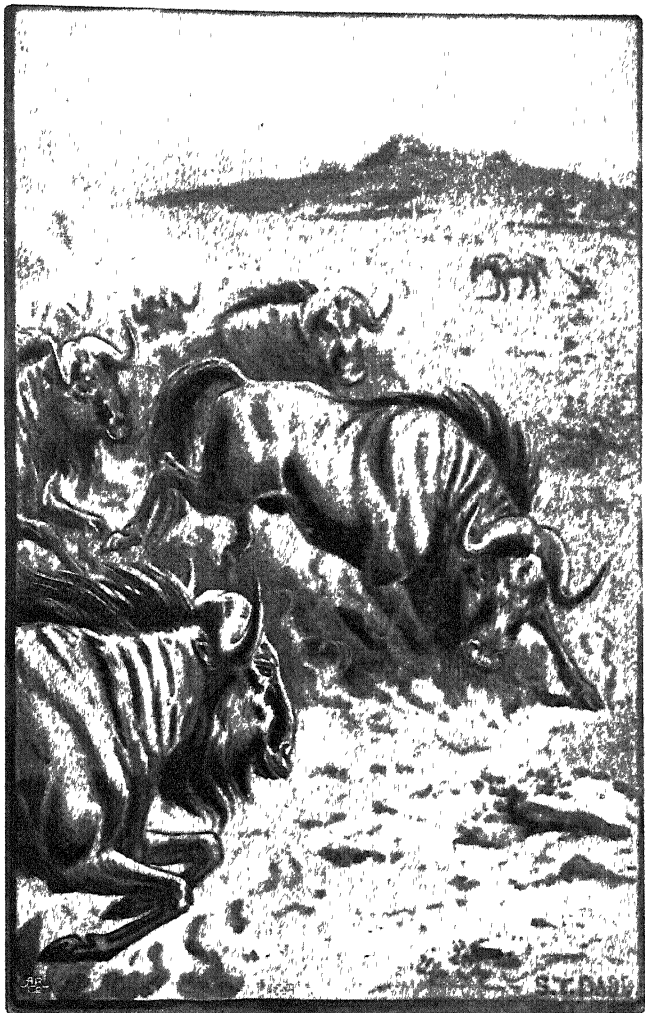
swinging themselves into their saddles, ride out on to the plain.

6. They are pretty quickly observed; but not until they are within five hundred yards do the wildebeest take alarm. Then the heavy old bull leading the troop tosses his head, whisks his long black tail, throws up his heels, cuts a caper or two, and sets off at a lumbering gallop.

7. Upon the instant the whole troop is alarmed and in motion. Following their leader, they swerve to the left and sweep amid a cloud of dust across the dry plain. Now is the time for the hunting ponies to show their mettle. They are both in good condition, and, as the spurs go in and the knees close upon their ribs, they spring forward and press after the flying game.

8. But the wildebeest are faster than they appear to be. The long black hair and upstanding manes about their big heads give a false impression. Look closely at their clean, slender legs, and wiry, muscular, bluish-brown frames, and you will at once see that they are made for galloping.

9. The ponies are doing their utmost. A long two miles of veldt have been covered and left behind. Innumerable holes in the broken soil have been avoided by the clever ponies. Suddenly the foremost pony goes down as if struck by a bullet, and his rider is flung far over his



"Upon the instant the whole troop is alarmed and in motion."

head. It is a nasty fall, but such accidents are common and his comrade presses on.

10. Presently in the distance a line of bush appears. The hunter sees now that it is time to take action. He pulls up short, jumps off his pony, and fires two shots over the heads of the retreating antelopes. The bullets strike up the red sand not far beyond the troop. The startled wildebeest turn quickly, sweep round, and head to the right.

11. Another longish gallop, and again the hunter fires over their heads. The dark troop, now quite bewildered, wheel round, and this time charge almost right across the front of the horseman. As they pass within two hundred and fifty yards, he dismounts, takes steady aim and fires. A loud thud tells that one of the big bulls is hard hit.

12. Again turned from their course, the troop bear to the right and rush on. Now they sink down a swelling of the plain, and are hidden for a few moments. As the horseman gallops up, he looks over the brow and sees them at a stand two hundred yards away.

13. Nearest to him, lagging a little, is the wounded bull. Another bullet is put into him, and, at the report, away the troop scours again. But the big shaggy bull is now failing fast. His pace grows slower, and he drops far behind. In

a few minutes the hunter is within fifty yards. He leaps off once more, fires another shot, and the wildebeest sinks softly down, curls up exactly as does a sleepy dog, and is beyond his troubles.

14. Although eight good miles have been galloped, and the camp meat is secured, it is now but 8.20 A.M., and the African day is still young.

—Adapted from the "*Saturday Review*", Dec. 28, 1895

(a) **Combine the sentences**—1. The hunters stand upon the box of their wagon. *The hunters scan eagerly the great plains.* 2. The hunters buckle on spurs. *The hunters take down rifles.* 3. The hunter dismounts. *The hunter takes aim. The hunter fires.*

(b) **Use in sentences**: them, he, these, their, you, his, it.

(c) **Make words from**: slug, direct, muscle, long. **Give meanings.**

A RACE WITH A KAFFIR.

1. It is a hot afternoon in eastern Cape Colony. The sun plays steadily down upon the rough and broken sides of the mountains that surround us, upon the whitewashed walls of our flat-roofed farmhouse, upon thorn and shrub, prickly-pear and Kaffir plum, and upon the little patches of oats and mealies down by the river-bed at our feet

2. Some of us have been marking goats during the morning, while two others have been across the valley to hunt for a leopard which has been

heard in the neighbourhood for several nights. But time is getting on; in an hour an event is to come off which has roused great interest in the district.

3. Not far from us is a Kaffir village, and amongst its inhabitants, one young man, Segani, is renowned for his running powers. One of our party, recently arrived in the colony, has also gained a reputation in England for speed.

4. The question had arisen whether the hardy native, used to mountain exercise and running long distances, would be a match for the young Englishman. The Kaffirs were of opinion that their champion could not be defeated, while our party were equally sure of success. So a friendly race of a mile was to be run between the two.

5. All being ready, we strolled down to the winning-post, where the Kaffirs were already assembled, talking eagerly in excited groups. The two champions and the starter then walked quietly along the road till they reached the starting-point. The contrast between the rich brown colour of the Kaffir and the white skin of the Englishman was very striking.

6. "Get ready!" calls out the starter. Another second, and the rifle cracks. Segani jumps off at a fair pace, closely followed by his opponent. The Kaffir holds his arms low, and runs with a short stride, yet he moves easily and well. The

Englishman strides quietly some two yards in the rear, with a free, machine-like action, and makes good use of his arms.

7. So they proceed for a quarter of a mile. Then the Kaffir takes a glance round, and seeing his opponent just upon his heels, quickens his pace a little. However, the second man shows no signs of catching up until they reach the half-mile, when he comes alongside, and runs stride for stride with the Kaffir for a dozen yards

8. Segani increases his pace, and the Englishman drops back again, with just the shadow of a smile on his face. Both men, as they approach three-quarters of the journey, can hear their friends shouting in the distance. Some of the Kaffirs, too, run along by their side, cheering on their champion.

9. Ever since the half-mile post, Segani has been trying to get away from his man, and the Englishman in turn has been pushing him hard every foot of the way. Look at them now. The Kaffir's anxious face and laboured breath proclaim but too plainly that he is hard pushed. He has been used to trot all day about his native mountains in his own way, but to be hurried along in this fashion is a new and not a very pleasant sensation to him.

10. The Englishman, though close on the heels

of the black man, seems to be taking things very easily. He has been reserving his strength for the final effort.

11. Three hundred yards from home the Englishman suddenly again comes alongside of the Kaffir, and the real struggle begins. For thirty yards they race side by side, but it is soon over. The Kaffir is beaten: and our champion, drawing away and finishing at a capital pace, wins the race by seventy good yards.

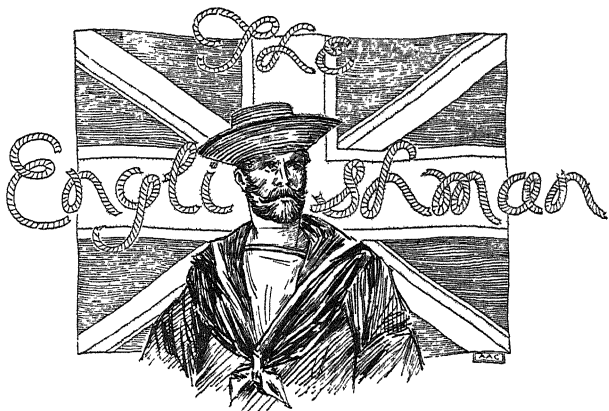
12. The delighted English crowd round their champion, eager to pat him on the back for having so well defended the honour of the Old Country.

The Kaffirs were very crestfallen, but quickly recovered their good-humour on being invited to supper in the barn. Segani's laugh was soon heard among the merriest, and the present of half a crown sent him home in great spirits, and with the highest opinion of his conqueror.

(a) Combine by using 'when' or 'while' —1 Some marked goats. *Others crossed the valley to hunt.* 2. The Kaffir champion was sure of success. *Our champion felt equally sure.* 3. The second man comes alongside. *They reach the half-mile.*

(b) Use in sentences: recently, friendly, eagerly, quickly.

(c) Form words in. -able, -ance, -ess, -less, -hood. Give their meanings.



1. There's a land that bears a world-known name,
 Though it is but a little spot,
 I say 'tis first on the scroll of Fame,
 And who shall say it is not?
 Of the deathless ones who shine and live
 In arms, in arts, or song;
 The brightest the whole wide world can give,
 To that little land belong.
 'Tis the star of the earth, deny it who can;
 The island home of an Englishman.
2. There's a flag that waves o'er every sea,
 No matter when or where:
 And to treat that flag as aught but the free
 Is more than the strongest dare.
 For the lion-spirits that tread the deck
 Have carried the palm of the brave;
 And that flag *may* sink with shot-torn wreck,
 But never float over a slave:

Its honour is stainless, deny it who can:
And this is the flag of an Englishman

- 3 There's a heart that leaps with burning glow,
The wronged and the weak to defend,
And strikes as soon for a trampled foe,
As it does for a soul-bound friend.
It nurtures a deep and honest love,
It glows with faith and pride;
And yearns with the fondness of a dove,
To the light of its own fireside.
'Tis a rich rough gem, deny it who can;
And this is the heart of an Englishman.

4. The Briton may traverse the pole or the zone,
And boldly claim his right,
For he calls such a vast domain his own
That the sun never sets on his might.
Let the haughty stranger seek to know
The place of his home and birth:
And a flush will pour from cheek to brow,
While he tells of his native earth.
For a glorious charter, deny it who can,
Is breathed in the words, "I'm an Englishman".

—*Eliza Cook.*

A LADY TRAVELLER IN CENTRAL AFRICA.—I.

1. Not many years ago a Scotch gentleman named Mr. Frederic Moir set out for the almost unknown regions of Central Africa, to assist in opening up the country.

2. He was accompanied by his wife, who, with

the courage so often displayed by women, was ready to face the hardships and perils of life among savage tribes, in order to be with her husband.

3. Some of the natives whom Mr. and Mrs. Moir encountered in the course of their journeys had never seen a white lady before. It may well be imagined that few ladies would care to leave the comfort of their peaceful homes to face danger and perhaps death in the heart of the African continent.

4. In one of her letters home Mrs. Moir gives a description of a day of her African life. "At a quarter past five in the morning", she says, "we awake, and call out to the native servant, 'Dojimi, is the sky beginning to redden?' Dojimi calls back, 'Very little, very little'. Then we say, 'Make the tea', and forthwith proceed to crawl out of the warm bed into our cold, half-damp clothes, and with perhaps a blanket around us, open the tent door, and go out into the chilly, cold, gray light of the first dawn.

5. "While we drink our tea the camp gets lively. The men all get to their loads; those in charge of the tent take it down and roll it up; some fold the beds; others put the pots and pans and cups and biscuits into the big baskets in which they are carried; and before six

o'clock the whole sixty-one of us are ready to set out, all shivering with cold.

6. "Then we get up a shout, and the crowd of carriers call out, 'March, march, let us march'. They get as cheery as possible with shouting, and forget all about their heavy loads and the thick, cold dew. As a rule, we are pretty well soaked with dew in the course of half an hour, and go along feeling creepy and cold, till the glorious sun rises over the horizon. Then we get warm, and the whole caravan marches along in single file, quickly and happily.

7. "So on we go, march, march, trudge, trudge; step by step over that knoll and across this stream, past a grassy plain and through a long stretch of forest; on and on, a drink of water at one place and ten minutes' rest at another; till we have gone perhaps ten or twelve miles, and reach the camp or village where we intend to breakfast. We fix on a shady spot, our boys go off to get firewood and water, and soon the rice pot is boiling and the stew simmering.

8. "In the meantime the natives come out of their stockaded village to stare at the white people, and presently they hear that the second white man is a *woman*! This astonishes them very much, and the women and children now venture near and gaze at the creature who is said

to be a woman, but who, to their eyes, is so little like one.

9. "I do not very much enjoy the staring process. How would you like a crowd of these native ladies—some fat and young, some old and shrivelled, some with big babies, some with little—to come and gaze curiously at you, and make remarks about the white man and his queer-looking wife? I try to explain that if the black women were dressed in my clothes they would appear just the same, but it is no use, and I feel quite disappointed.

10. "We usually set out again about two o'clock and walk until five, but often we cannot go as far as we would wish; the loads of calico are heavy and the carriers get tired. As soon as we reach camp the tent is pitched, fires are lighted, and the men settle round in groups for the evening.

11. "We turn in about eight o'clock, taking care, however, to have a loaded revolver at hand in case a hyena should be tempted to explore our tent during the night."

(a) Combine by using 'till', &c.—1. We go along. *The glorious sun rises.* 2. We go on and on. *We have gone perhaps ten miles.* 3. The carriers go on. *The carriers get tired.*

(b) Use in joining clauses ere, till, after, before, until, since.

(c) Make words in 'ous' from 'courage, peril, and in 'y' from: cheer, creep, grass. Give their meanings.

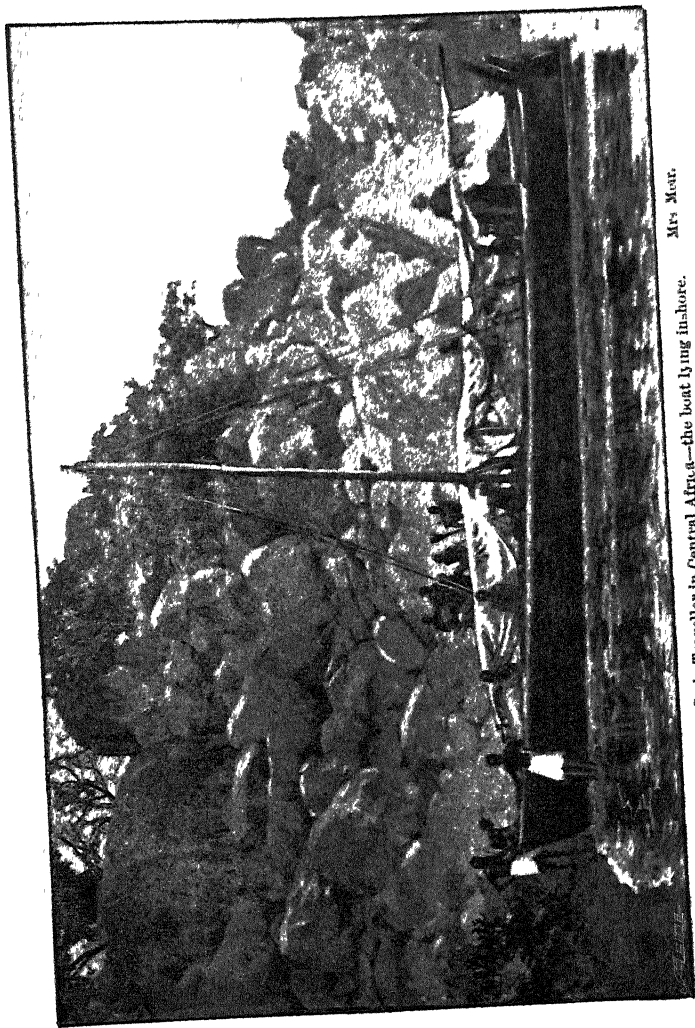
A LADY TRAVELLER IN CENTRAL AFRICA.—II.

1. "On one occasion", says Mrs. Moir, "we were crossing a lake in a boat, and in consequence of a strong gale were obliged to run ashore amongst an unknown tribe. Soon they came in numbers to see us. We were thankful to find them friendly, and inclined to bring us fowls and food to buy.

2. "They stayed so long with us that we began to be anxious. At last, by giving many presents to the chief and head men, we induced them to leave us about five o'clock. Then we had some dinner with all speed. We longed for the terrible breakers on the lake to calm, so that we might escape; for our men told us the people would be sure to come back when it was dark, and try to kill us. My husband had suspected all day that such was their intention.

3. "At twenty minutes past five, just as we were busy getting the things on board, we heard a gunshot near us, and I saw Fred look anxious. He at once told everyone to go to the boat. I wish you could have seen, at a safe distance, what followed. Everyone went helter-skelter into the water, carrying as much as possible. One cut loose the anchor; numbers then seized the boat and pushed her through the surf.

4. "Two boys carried me out on their shoulders,



Mrs. Mead.

A Lady Traveller in Central Africa—the boat lying in-shore.

and the waves went over their heads and over me too. By this time the natives were running along the beach and firing at us. I got on board somehow, and the boys told me to follow their example and lie quiet in the bottom of the boat. I was torn with anxiety, for I saw that my husband had not yet left the shore.

5. "I can never forget the agony of seeing him at last walking out to the boat, up to the neck in water, the waves breaking over him, and bullets whizzing near his head. At last he reached us, and managed to hold on. I entreated the boys to help him, and did the best I could to get him in, but they were all occupied with their own concerns, seeking to keep the boat steady and to dodge the bullets.

6. "This was perhaps the most awful moment, for the savages on shore were aiming at Fred to kill him, and he could not get on board. One splendid fellow who came to my help was shot down just at my side. Though we did not know it till afterwards, my hat had been pierced by two bullets, which had passed within half an inch of my head.

7. "This happened just when we were at last getting Fred into the boat. The whole incident occupied only about two minutes, though in my state of anxiety I thought the time much longer. We now began to fire rapidly from the boat, and

after about ten minutes, we saw with joy the people on shore running away, and soon we were out of range.

8. "We were a sorry crowd of drenched and shivering creatures, when at length we reached the further shore. There was about a foot of water in the bottom of the boat, in which lay a mangled, sodden collection of fowls, calico, hats, plates, fish, and porridge, all floating about, just as they had been thrown in when we started on our hurried flight.

9. "But, after a time, we got out our dry clothes, and changed; and then managed to get some sleep, though, as you may imagine, it was not very peaceful."

—Adapted from "*A Lady's Letters from Central Africa*", by Jane F. Moir. By permission.

(a) Combine by using 'though', &c -- 1. My hat had been pierced by two bullets. *We did not know it till afterwards* 2. The incident occupied only two minutes. *I thought the time much longer.* 3. We managed to get some sleep. *It was not very peaceful*

(b) Use in joining clauses that, for, because, therefore.

(c) Make words from friend, calm, busy, help, and give their meanings.

A DIAMOND FIELD.

1. One cannot pass along the street of any fair-sized town without being attracted by the glow and glitter of the jewellers' shops. And among the ornaments and trinkets that form so brilliant

a display, the diamond, as everyone will admit, takes the chief place for dazzling beauty.

2. It seems strange that these clear, beautiful stones, gleaming with many points of light, sometimes revealing for a moment all the colours of the rainbow, should be dug out of common earth.

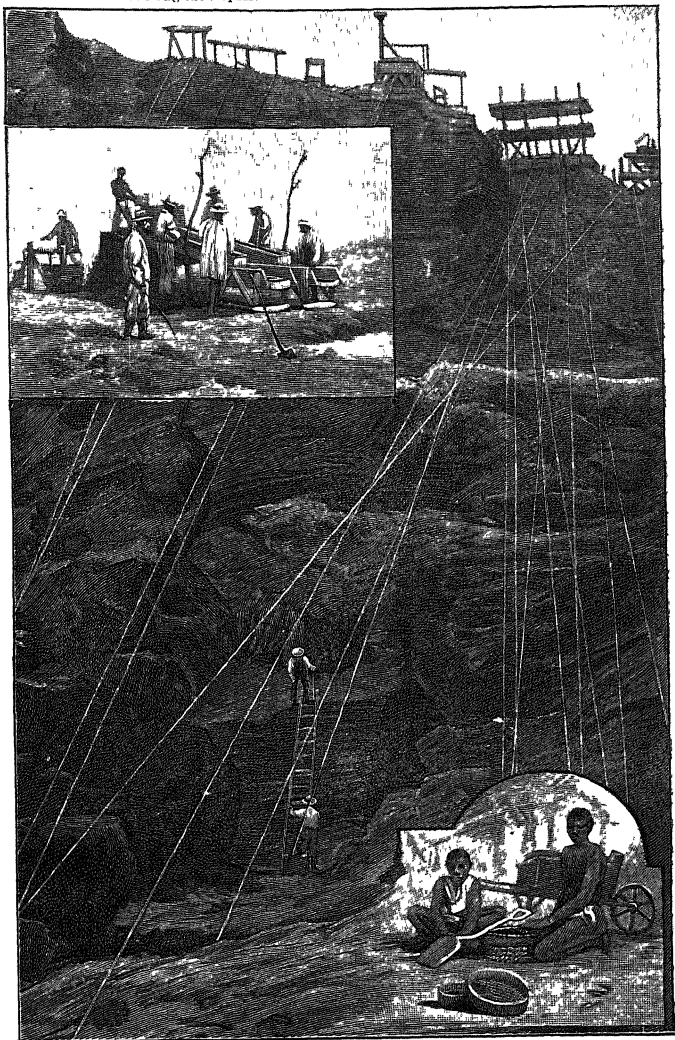
3. It seems stranger still that the substance of a diamond is almost the same as that of coal, and that the diamond, placed in the circuit of an electric current, will lose its fair crystalline form and become a black shapeless bit of carbon.

4. But these are facts, and they show, what some folks seem to forget, that things are precious chiefly because people agree to consider them so.

5. The greatest diamond-centre of the world is a town called Kimberley, in South Africa. Twenty-five years ago, Kimberley, now a prosperous town, with handsome buildings and good botanic gardens, did not exist. But about that time it was discovered that the soil contained a great wealth of diamonds, and the great mining town sprang up with astonishing rapidity.

6. The diamonds are found in a kind of earth known as blue clay, dug in deep mines. Some of these mines are open to the daylight, like our stone quarries. The illustration shows one of these open mines, together with the wire ropes by means of which the baskets filled with the

Washing the Deposit.



Native Workers

Diamond Mining at Kimberley—an Open Mine.

soil are drawn to the surface. Other mines are underground, hidden from sight, like our coal mines.

7. A visitor to one of these mines, after descending for some 800 feet, finds himself landed in slush. Here, while he splashes, candle in hand, through some two or three miles of dark, winding passages, he has time to think of the amount of work being done by the thousands of natives who are busy night and day getting the blue earth from its bed.

8. Above, below, and on every side he hears the sound of picks, drills, and rolling trucks. Black figures draw up against the walls of the passages to let him pass, and then resume their work of filling the trucks.

9. It is pleasant to leave these dark, damp regions, and to follow the trucks up to daylight again. Here the visitor finds the "blue" laid out on the "floor", which are simply fields inclosed by high wire fences, and on which the blue clay is spread out in beds of a certain thickness, to crumble under the action of the air. This takes from four to six months.

10. As soon as the blue is sufficiently crumbled, it is taken to a washing-machine, where, by means of flowing water, the lighter parts of the earth are carried away, while the heavier parts, containing the diamonds, remain in the bottom of the pans.

11. At one time the reduced mass of earth was entirely sorted by hand, and there were great opportunities for robbery; but now it is further washed and sorted by another machine. The heavy earthy matter passes, under water, over a screen on which there is a double layer of lead bullets, and the whole is gently moved up and down by the machine. The effect of this shaking is that the diamonds and some other heavy precious stones fall to the bottom, below the bullets. The waste matter, being lighter, remains above, and is then washed over the side of the screen by the running water.

12. When all has been done that can be done by the machine, the substances which have been taken from it have still to be carefully sorted by hand.

13 In the sorting-room the first thing which strikes you is the sight of native convicts busy at the sorting-tables. Almost all of them are in prison for stealing, and to put them to handle most valuable diamonds seems almost the last thing one would think of doing. As a matter of fact, it is found to be safer than to employ the ordinary coloured labourers, because the convicts cannot run away, they can be searched more easily, and, indeed, diamonds would be of little use to them in prison, because they could neither keep them nor sell them.

14. After you have stood for a little time watching the sorters, you would most likely have a very unpleasant feeling that somebody was watching you; and if you looked up you would see that a white man was sitting on a beam overhead, whose business is to watch everybody below. No one employed can be sure at any moment that the eye of a watcher is not on him. This is because there is danger of diamonds being stolen by the native workers.

15. The sorting of the muddy mass which contains the largest diamonds is done by trusted white men. Each sorter has a flat metal slice, and a little covered tin into which every diamond as it is found is dropped. The quickness with which this work is done is astonishing to an outsider, who can hardly believe that there has been time to examine the earth, before the refuse has been swept off the board.

16. The diamonds are made into parcels twice a day, and sent, guarded by armed men, to the office, where they are again sorted and arranged according to their value. It is in this office that the great variety and beauty of the diamonds can be seen. There are cut and uncut stones of every kind and colour. After the white diamond, the yellow is the most frequent; but there are also stones of green and purple, pink, blue, and almost black shades of the greatest brilliancy.

(a) Combine by using 'because' or 'for', &c. - 1. Things are precious chiefly. *People consider things precious.* 2. The waste matter is lighter. *The waste matter remains above.* 3. Diamonds are of no use to the convicts. *The convicts cannot keep them.*

(b) Make interrogative sentences using 'who' 'which' 'what'.

(c) Make adjectives from . beauty, people, hand, care, mind, danger.

ROBIN GOODFELLOW.

- 1 From Oberon, in Fairyland,
The king of ghosts and shadows there,
Mad Robin I, at his command,
Am sent to view the night sports here.
What revel rout
Is kept about,
In every corner where I go,
I will o'ersee,
And merry be,
And make good sport with ho, ho, ho!
2. When lads and lasses merry be
With possets and with juncates fine,
Unseen of all the company,
I eat their cakes, and sip their wine;
And, to make sport,
I puff and snort;
And out the candles I do blow:
The maids I kiss;
They shout, Who's this?
I answer nought but ho, ho, ho!
3. Yet now and then, the maids to please,
At midnight I card up their wool;

And while they sleep and take their ease,
With wheels to thread their flax I pull.
I grind at mill
Their malt up still:
I dress their hemp, I spin their tow.
If any wake,
And would me take,
I wend me, laughing, ho, ho, ho!

4. When any need to borrow ought,
We lend them what they do require:
And for the use demand we nought;
Our own is all we do desire.
If to repay
They do delay,
Abroad amongst them then I go,
And night by night
I them affright
With pinching dreams, and ho, ho, ho!

5. When men do traps and engines set
In loopholes, where the vermin creep,
Who from their folds and houses get
Their ducks and geese, and lambs and sheep:
I spy the gin,
And enter in,
And seem a vermin taken so;
But when they there
Approach me near,
I leap out laughing, ho, ho, ho!

6. By wells and rills, in meadows green
We nightly dance our hey-day guise;

And to our fairy king and queen
We chant our moonlight minstrelsies.
When larks 'gin sing,
Away we fling;
And wend us, laughing, ho, ho, ho!

- 7 From ancient Merlin's time have I
Thus nightly revell'd to and fro:
And for my pranks men called me by
The name of Robin Goodfellow,
Fiends, ghosts, and sprites,
Who haunt the nights,
The hag and goblins do me know;
And beldames old
My feats have told;
Farewell, good people, ho, ho, ho!

—*Old Ballad.*

THE FRIGATE AND THE GALLEYS.—I.

1. The frigate *Merry Maid* left Holland with her convoy of merchant vessels in line and in admirable order. The breeze was fair for England. A full moon rose over the sand-banks behind them as Captain Barker sent the pilots ashore. He stood easily out to sea, for most of his merchant ships were slow sailers, and not a few were overladen. So clear was the night that he could not only count their thirty-six lanterns, but even see their canvas glimmering as they stole like ghosts in his wake.

2. He was delighted with the frigate and her

crew, who were English to a man. Leaving the deck in charge of his friend, Captain Runacles, who was acting as his lieutenant, Barker descended to his cabin, where he remained enjoying a well-deserved nap until a sharp tap at the door aroused him.

"What is it?" he asked.

"Six French galleys to the south, between us and the Thames!" answered Captain Runacles coolly.

3. Barker sprang up and hurried up on deck.

"So these are the craft I've heard so much about," he remarked, taking up a glass, through which he eyed them intently for a couple of minutes

"What do you propose, Jack?" said Runacles.

"Propose? Why, I propose to do what I'm here for—to save the convoy."

"That's very pretty. But do you know how fast those galleys can move?"

4. "No, I don't. But I know they can outpace us. Nevertheless I'll save the convoy."

"How?"

"There's only one way."

"And that is—?"

"By losing the frigate."

5. Captain Runacles looked at him for a second, and then placed a hand on his shoulder. This simple gesture expressed all his heart.

Captain Barker turned briskly. "Signal the convoy," he shouted, "to make all sail and run for the Thames."

6. For some little while the frigate held on her course for the mouth of the Thames. Not a sail more did she carry than when she first sighted the galleys. It almost seemed as if her captain had not seen the enemy flying to destroy him. For thirty-five minutes she held quietly on beside her convoy. And then the helm was shifted, and she came down straight for the Frenchmen.

7. It was a gallant stroke, and a subtle—so subtle that the French commander mistook its meaning, and gave a great shout of joy. He fancied he saw the English delivered into his hand. But he rejoiced too soon.

8. To begin with, he perceived the next moment that the frigate, by hastening the attack, had caught his galley alone. Four of his galleys had been sent off with all speed to place themselves between the merchantmen and the coast, and the remaining one, not having such a good crew of rowers as his own, was a league or more behind.

9. Still the commander was in no way disturbed. He never doubted for a moment that his galley alone, with two hundred fighting men aboard, would be more than a match for the frigate.

(a) Combine by using 'so that'—1 The night was clear. He could count their thirty-six lanterns. 2 It was a subtle stroke. The

French commander mistook its meaning. 3. The frigate held quietly on her way. It almost seemed as if the captain had not seen the enemy.

(b) Make interrogative sentences using: where? when? why? how?

(c) Make adjectives and adverbs from: breeze, ease, craft, joy, heart.

THE FRIGATE AND THE GALLEYS.—II.

1. Down came the *Merry Maid*, closer and closer, her flag fluttering bravely at the peak; and on rushed the galley until the two were within cannon shot. The French commander gave the order, and sent a shot to meet her from one of the four guns in the prow. As the thunder of it died away and the smoke cleared, he waited for the Englishman's reply. There was none. The frigate held on her course, silent as death.

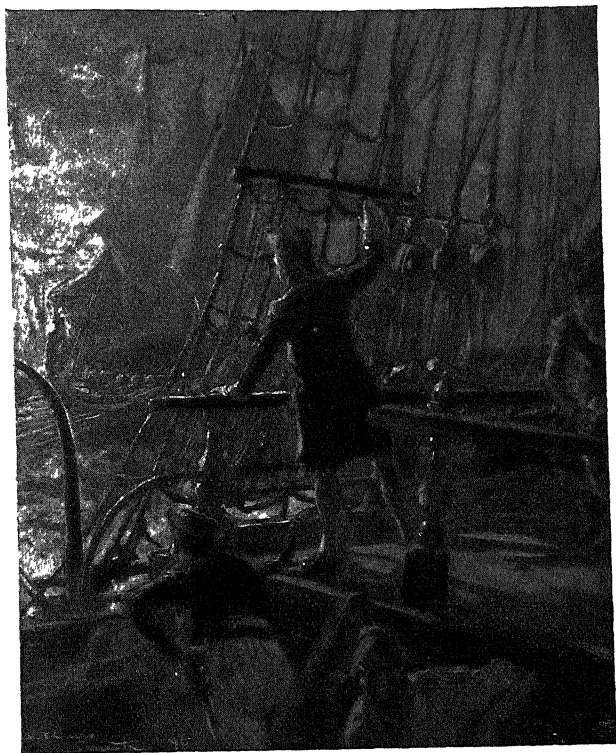
2. The Frenchman jumped to a fresh conclusion. "Ah!" he cried, "here is an English captain who is tired of wearing his sovereign's colours. He doesn't mean to strike a blow; one minute and we shall see his flag hauled down."

3. But the minute passed, and another, and yet a third, and the English flag still flew. By this time the vessels were within musket shot. One by one the four guns had spoken from the galley's prow, and still there was no answer.

4. Still the *Merry Maid* came on, as if to impale herself on the galley's prow.

And then suddenly, when in five minutes the ships must have come into collision, round flew

the frigate's wheel, and as her sails filled again, away she went on the westerly tack for her life.



Captain Barker astonishes the Frenchmen

5. For a full two minutes the French were taken aback. "Fools, fools!" shouted the commander, beside himself with joy. Nothing gives

more spirit than a flying enemy. From mouth to mouth ran the word that the English were showing their heels, and in a moment, even the wretched slaves at the oars, who owed all their misery to France, were pulling like madmen. Jeers rose from the deck.

“If the Englishman doesn’t strike his flag within two minutes, down he goes to the bottom.”

6. On board the frigate Captain Barker said four words only: “Take the wheel, Jerry.”

Captain Runacles stepped to it, and the steersman gave place. Though this was his first acquaintance with a galley, Barker knew well enough that she would strike for the frigate’s stern as the weakest point. This was precisely what he wished her to do. He stood by the taffrail with one eye upon the galley and his face slightly turned towards his friend at the wheel. His right hand was lifted.

7. On came the French galley with yelling crew. A few more leaps and it would strike the frigate.

One—two—

The little English captain looked back in their faces and smiled.

8. Three—four—five—

He dropped his hand. Quick as lightning Captain Jerry spun the wheel round. The stern swung sharply off.

9. The next moment the galley flew past. Her

beak, missing the stern, rushed on, tearing great splinters out of the *Merry Maid's* flank. Her starboard oars snapped like matchwood, hurling the slaves backwards on their benches. Then she brought up, hopelessly disabled, right under the frigate's side.

(a) **Combine the clauses.**—1. The thunder died away. The smoke cleared. He waited for the reply. 2. Then suddenly round flew the frigate's wheel. In five minutes the ships must have come into collision. 3. The word ran from mouth to mouth. The English were showing their heels.

(b) **Make sentences having for subject or object:** nothing, something, nobody, everyone

(c) **Make and use in sentences nouns from:** silent, fresh, weak, hopeless

THE FRIGATE AND THE GALLEYS.—III.

1. And then at length the English cheer rang forth. And at length, too, with a blinding flash and roar, the English guns spoke. A minute had done it all. Sixty seconds before, the gallant vessel had lain apparently at the Frenchman's mercy. Now the Frenchman was fastened, while the crowd upon deck stood as much exposed to the English fire as if the galley were a raft.

2. Down swept the grape-shot, tearing ghastly passages through them. In a trice, too, the English masts and rigging were swarming with musketeers and sailors who poured shot among them like hail, scattering wounds and death. The Frenchman no longer thought of attacking.

3. It was in this extremity that the French commander cast his eyes around, and found himself forced to do what Captain Barker from the first had meant him to do.

4. The four galleys that had started after the convoy were at this time sweeping along in rapid pursuit. In another five minutes the pathway to the Thames would be blocked, and all the merchant vessels at their mercy.

5. The Frenchman hoisted the flag of distress. He called them to his help.

A wild hurrah broke out from the crew of the frigate. The order meant their destruction; for how could the *Merry Maid* contend against six galleys? Yet they cheered, for they guessed what their captain had in his mind. And the little man's eyes sparkled.

6. "Good boys!" he said briefly, turning to his friend. "The convoy is saved, my lad; and oh, Jerry, you did it prettily!"

7. As soon as the galleys saw their leader's signal, and turned unwillingly back from their chase, the capture of the *Merry Maid* became but a question of time. The fight was hard. As the galleys closed round her, the first of the merchantmen was entering the Thames. Captain Barker cast a look round and touched his old friend's arm.

8. "Better get back to the forecastle, Jerry, ~

and entrench yourself." Captain Runacles nodded. "And you?" he asked.

"Oh! I'm going down to the cabin—first of all."

Runacles nodded again. They looked straight into each other's eyes, shook hands, and parted.

9. The men of the *Merry Maid* could no longer keep the deck. She was hemmed in on every side, disabled by the fire of the enemy, and it only remained for the French to board her. Time after time they were driven back by Captain Runacles and his heroes, and it was only by laying open the deck of the frigate with axes, that the forecastle could be carried. When once aboard, the Frenchman brought up their prisoners on deck—Captain Runacles with his right hand disabled.

(a) Combine the clauses—1 The Frenchman was fastened. The crowd stood exposed to the English fire. The crowd were on deck. 2. The French commander cast his eyes around. The French commander found himself forced to do that Captain Barker from the first had meant him to do that.

(b) Make sentences using for objects: passages, wounds, destruction, deck

(c) Make words ending in -er, -est, -ly, from: gallant, brief, pretty.

THE FRIGATE AND THE GALLEYS.—IV.

1. "Are you the gallant captain of this frigate?" asked the French commander, doffing his hat.

"No, sir," Captain Runacles answered; "I have the honour to be his lieutenant."

"He is killed perhaps."

"I fancy not."

"Then where is he?"

2. "Excuse me, sir, it strikes me he has yet to be taken."

"But the ship is ours!"

"Well, sir, you have hauled down our colours, and I can't deny it. But as for the frigate, I doubt if you can call it yours yet."

"What do you mean, sir?"

3. "Well, simply that you have not yet taken Captain Barker; and, excuse me, if, knowing Captain Barker better than you can possibly do, I warn you that that part of the ship which he sees fit to occupy at this moment will probably be dangerous for some time to come."

4. Just then the report of a gun was heard, and two Frenchmen rushed upon deck from below, and came forward hurriedly, one with a hand clapped to a wound in his shoulder.

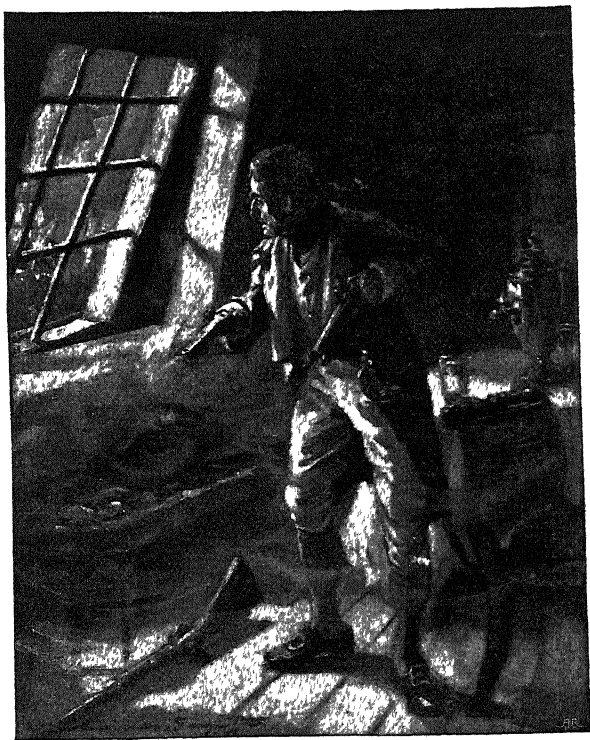
"That", said Captain Runacles, "is probably Captain Barker."

5. "But this is silly," exclaimed the French commander frowning.

"If you will excuse me, it is scarcely so silly as it looks. Captain Barker is within ten paces of the powder magazine. Moreover, between him and the powder magazine there is a door."

6. The French commander rushed aft to the

companion ladder leading to the captain's cabin, and called on him to surrender.



Captain Barker sees the last of the convoy.

“Go away!” answered a very surly voice from below.

7. “But, sir, consider. Your ship is in our hands—”

"Then come and take it."

"Your gallant officers have surrendered. You have behaved like a hero. Sir, it is magnificent—but come out."

"I sha'n't."

s. "But, sir, how can you help it?"

"Very simply. Time is of no concern to me. I have plenty of food and ammunition down here, and, if any man comes to take my sword, I shall kill him."

"You cannot kill five or six hundred."

"No; when I have done all I can, I shall fire the powder magazine."

9. "But, sir—"

"Go away!" and a shot was fired in the direction of the French commander's feet, which made him skip back hurriedly.

10. For nearly an hour Barker kept his enemies at bay, until he saw, through the cabin window, that the last of his convoy had entered the Thames. Then he stepped up on deck. The French officers drew back in amazement. They looked at this man who had defied them so long. They had expected a giant. Instead, they saw a tiny man of twisted shape, pale of face and with glaring eyes, who looked them all over with a grim smile, as he limped along to deliver his sword to their commander.

(a) **Combine the clauses.**—1. "Are you the captain of this frigate?" The French commander asked this question. At the same time the French commander doffed his hat. 2 I have plenty of food down here. I have plenty of ammunition down here

(b) **Make sentences using the words.** doff, surrender, skip.

(c) **Make words in -s, -er, -ed, -ing, from** fancy, deny, occupy.

YE MARINERS OF ENGLAND.

- 1 Ye Mariners of England
 That guard our native seas,
 Whose flag has braved, a thousand years,
 The battle and the breeze!
 Your glorious standard launch again
 To match another foe!
 And sweep through the deep,
 While the stormy winds do blow;
 While the battle rages loud and long,
 And the stormy winds do blow
- 2 The spirits of your fathers
 Shall start from every wave!—
 For the deck it was their field of fame,
 And Ocean was their grave:
 Where Blake and mighty Nelson fell,
 Your manly hearts shall glow,
 As ye sweep through the deep,
 While the stormy winds do blow;
 While the battle rages loud and long,
 And the stormy winds do blow.
3. Britannia needs no bulwarks,
 No towers along the steep;
 Her march is o'er the mountain-waves,
 Her home is on the deep

With thunders from her native oak,
She quells the floods below—
As they roar on the shore,
While the stormy winds do blow,
While the battle rages loud and long,
And the stormy winds do blow.

4. The meteor flag of England
Shall yet terrific burn,
Till danger's troubled night depart,
And the morn of peace return
Then, then, ye ocean-warriors!
Our song and feast shall flow
To the fame of your name,
When the storm has ceased to blow,
When the fiery fight is heard no more,
And the storm has ceased to blow

—*Campbell*

WORD-BUILDING AND SPELLING.

CLASSIFIED LISTS OF WORDS FROM THE READING LESSONS.

I To add a syllable beginning with a vowel —

(a) If the word end in a single consonant with a single vowel before it and is of one syllable or has the accent on the last syllable, double the final consonant

lag g,ard
hag g,ard
brag g,art
stab b,ed
wag g,ed
man n,ed
plan n,ed
flap p,ed
snap p,ed
char r,ed
hap p,en
sad d,er
trap p,er
sap p,er
pat t,er
fat t,er
mad d,est
sad d,est
clan n,ish
man n,ish
drag g,ing
fan n,ing
scan n,ing
entrap p,ing
hap p,y
shag g,y
crag g,y
beg g,ar

whet t,ed
abet t,ed
beg g,ed
bet t,ering
wet t,er
wet t,est
wed d,ing
net t,ing
pet t,ish
abet t,or
gem m,y
rib b,ed
fulf l,ed
dip p,ed
ship p,ed
worship p,ed
readywit t,ed
slip p,er
swim m,er
skim m,eth
bid d,ing
rig g,ing
rip p,ing
drip p,ing
outstrip p,ing
sit t,ing
sob b,ed
nod d,ed
drop p,ed
trot t,ed
plod d,or
stop p,eth
stop p,ing
plod d,ing
dog g,ie
pud d,ing
begin n,ing
run n,ing
slug g,ish

(b) If the final consonant be not preceded by a single vowel or if the accent be not on the last syllable do not double the last consonant

sail ed
sail ors
fail ure
exclaim ed
remain ed
sustain ed
crawl ed
speak eth
scream ing
appear ance
clear er
dear est
wear ing
shear ing
increas es
beat er
repeat ed
beat ing
creature
join ed
foam eth
keep ing
greet ed
conceit ed
succeed ing
succeed ed
roar ing
sweep ing
boil er
devoured
renowned
neighbour ing
shriek ed

grant ed
pass ed
attach ed
launch ed
snatch er
crawl er
scratch eth
swamp eth
watch ing
acquaint ing
exactly
launch ed
effect ed
connect ed
reach ed
witness ed
west ern
south ern
dwell ers
recess es
address es
address eth
refresh ing
search ing
descend ing
bequeath ing
impressive
sight ed
cling ing
ring ing
whirl ing
throng ed
long ed
appoint ed
approach ed
approach ing
approach eth
lower ed
build ing

scatter ed
encounter ed
cover ed
answer ed
different
resid ent
assist ant
listen er
garden er
offer ing
mutter ing
gallop ing
conquer or

(c) Before ed, er,
ing double final l

install ed
shrivel led
fulfil led
until led
pull ed
travel l er
jewel l er
libel l er
level ling
travel ling
quarrel ling
unwill ing
shrivel ling
model ling

(d) When the new
word does not keep
the accent of the
root the consonants
not always doubled

confer'
con'fer ence
prefer'
prefer'ential
prefer'able
refer'
refer'ence

(e) Note the fol-
lowing exceptions

gas
gas es
wool
wool len
worship p er
tranquil l ity

marvel l ous
cancel led
cancel ling
crystal l ize

(f) If the word
end in e the e is
dropped

larg est
starv ing
retrac ed
invad ed
manag ed
asham ed
escap ed
dar ed
declar ed
separat ed
cultivat ed
voyag ers
manag er
lat er
wav er
ach ing
fad ing
rag ing
discourag ing
mak ing
shak ing
prepar ing
dar ing
suffocat ing
blaz ing
awak en
awak ened
fam ous
assembl age
observ er
preserv er
observ ing
preserv ing
pleas ed
increas ed
interfer ed
complet ed
pierc ed
interference
complet est
unceas ing
leav ing
pierc ing

breezy
pleas ure
promis ed
practis ed
notic ed
apprentic ed
promis ing
apprentic ing
giv ing
recit al
di ed
tri ed

arriv ed
recit ed
provid ing
ghid ing
decid ing
sid ing
striking
smil ing
incit ing
striv ing
lov able
lov eth
approv al
approv ed
approv ing
gor ed
unexplor ed
brok en
bor ing
snor ing
smok y
trudg ed
surging
pastur age
rescu ed
continu ed
introduc ed
induc ed
ventur ed
rescu er
adventur er
procur ing
disput ing
introduc ing
blu ish
carous al
arous ed
arous ing

(g) Words ending
in ee, oe, ye retain
the e before ing

see ing
cooe ing
free ing
agree ing
flee ing
shoe ing
hoe ing
dye ing
eye ing

(h) Words in ie
change ie into y be-
fore ing

dy ing
ty ing
ly ing

like dry ing
cry ing
pry ing
fly ing

(i) Words ending
in ce or ge keep e
before able and ous

notice able
service able
peace able
courage ous
advantage ous
outrage ous

II. Keep e before
a syllable beginning
with a consonant

use ful
peace ful
shame ful
life less
use less
sense less
remorse less
eye let
immediate ly
precise ly
scarce ly
extreme ly
attentive ly
mere ly

sure ly
state ment
settle ment
improve ment
arrange ment
manage ment
encourage ment
rude'ness
complete ness
trouble'some
venture some
whole some

(a) The following drop e.

du ly
tru'ly
whol ly
aw ful
wo ful
wis dom
argu ment
judg ment

III Final **y** after a consonant is changed into **i** before all syllables except those beginning with **i**

industri al
coloni al
carri age
marri age
hoh day
accompani'ed
carri'ed
hurri ed
terrifi ed
occupi'ed
stupefi ed
hurri edly
earli'er
heavi er
carri'er
cheeri er
noisi'est
merri est
cheeri'est
duski'est

duti es
daisi es
factori es
foundri es
kelpi es
quantiti'es
anxieti'es
authoriti es
beauti ful
merci ful
piti ful

noisi ly
sturdi ly
heavi ly
merri ly
cheeri ly
unlucki ly
speedi ly
sleepi ly
easi ly
unlucki ly
stead i ly
busi ly
empti ness
steeli'ness
unhappi ness
heavi'ness
noisi ness
loneli ness
industri'ous
glori ous
victori ous
luxuri ous
envi ous
injur i'ous

cry'ing
carry ing
hurry ing
marry'ing
copy'ist
baby'ish

(a) **y** after a vowel is not changed when a syllable is added.

disloy'al
convey'ance
purvey'ance
sway'ed

stay'ed
delay ed
annoy'ed
buy er
play'er
betray er
convey'ing
employ ing
enjoy ment
pay'ment

(b) Note the forms

paid
laid
gai ly
dai ly
pite ous

IV. Only words of one syllable and a few words derived from them end in **ll**.

original
occasional
gradual
practical
annual
marshal
rival
level
marvel
grapnel
quarrel
shrivel
jewel
model
duel
vessel
squirrel
pencil
council

(a) Words ending in **ll** drop one **l** when a word or syllable is joined to them

al'most
al'mighty
al'ready
also

al though
al'together
al ways
ful fil
wonder'ful
dread'ful
grace'ful
use ful
skil'ful
wel come
dul ness
thankful'ness
delightful ly
tearful'ly
until

(b) Note the following exceptions

small ness
ill'ness
still ness
fare'well
un well
up'hill
down'hill
re'call
mis'call
fore'tell

V. Of **ie** and **ei** with the sound of long **e** use **ie** except after **c**

piece
mischief
grief
priestly
believed
relieved
piercing
besieging
yield ing
retriev'er

After **c**.

receiv e
receiv ed
deceiv'ed
perceiv'ing
receiv'ing

(a) Note that ei is used in—

either
neither
seize
weird

VI. Put **cede** after **suc**, **ex**, and **pro**, in other cases use **cede**

suc'ceed
ex'ceed
pro'ceed
suc'ceed,ed
ex'ceed,ed
pro'ceed,ed
suc'ceed,ing
ex'ceed,ing
pro'ceed,ing
re'ced,ed
pre'ced,ed
con'ced,ed
inter'ced,ing
se'ced,ing

note procedure

VII -sion and -sive are used in words from verbs in d, de, ss, se, also after cur, ci, vi, fu, pul, and clu, ver, tru, vul.

respond
collide
possess
discuss
confuse
respon'sive
posses'sive
impres'sive
collis'ion
occa'sion
discus'sion
excur'sion
decis'ion
divis'ion
confus'ion
propul'sion
conclu'sive
subver'sive

obtru'sive
convul'sive

VIII tion is added (1) to verbs ending in e, except those ending in de, se, (2) after c and p

hesita'tion
implica'tion
expecta'tion
expedit'ion
posi'tion
opposi'tion
condi'tion
preven'tion
inven'tion
atten'tion
ammuni'tion
vexa'tion
proclama'tion
determina'tion
reputa'tion
sensa'tion
descrip'tion
intenu'p'tion
corrup'tion
ac'tion
direc'tion
destruc'tion
reflec'tion
inflic'tion

IX Put -city after all vowels, but o and sity in other cases

capa'city
saga'city
feli'city
duph'city
pubh'city
anno'sity
divers'ity
pervers'ity
neces'sity
immen'sity

X Words in-tious are formed from words in-tion. -tious always follows n Words in -cious are

formed from words in -city

expedi'tious
vexa'tious
ambi'tious
nutri'tious
supersti'tious
licen'tious
senten'tious
capa'cious
saga'cious
fero'cious
atro'cious

XI Contrasted Endings

able
unbear'able
comfort'able
consider'able
innumera'ble
laud'able
not'able
culp'able
detest'able
desir'able
mov'able
vener'able
change'able
charge'able

ible
terrible
horrible
impossible
legible
forcible
irresistible
perceptible
sensible

age
cour'age
voy'age
pastur'age
herb'age
host'age
for'age
dam'age

advant'age
mile'age
foli'age
marri'age
carri'age

ege
all'ege
privil'ege

edge
know'ledge

ain
capt'ain
chieft'ain
curt'ain
cert'ain
fount'ain

in
cous'in
ru'in
res'in

ine, &c
medic'ine
ah'en
for'eign

on
horiz'on
skeleton
champion
ribbon

al
capit'al
cathedr'al
hospit'al
nav'al
speci'al
marti'al

el
cru'el
chann'el

ile fertile hostile sterile	independent opulent different excellent incident accident descend patient ancient	eager tender danger barrier soldiers passenger schooler engineer shoulders heifers	some troublesome wholesome venture some
ance distance acquaintance ignorance endurance entrance conveyance assistance appearance hindrance utterance insurance reluctance	ay decay delay dismay ey journey monkey y busy easy lazy	or sailor doctor ambassador author possessor error our favour valour clamour behaviour	som blossom XII Other End- ings ate advocate circulate magistrate chocolate commemorate
ence. dependence experience presence obedience consequence absence evidence indolence occurrence convenience penitence magnificence existence insolence confidence experience	cle article particle obstacle spectacle cal radical vertical	ery machinery colliery archery bribery ry foundry factory	ed attracted grappled scrambled saddled dispatched sacred impressed quicken'd effect'd shriek'd bridled strong-winged poison'd surrounded bruised
ant servant ignorant infant attendant distant assistant incessant brilliant	ar collar regular beggar circular sugar muscular grammar er. longer chatter scatter smoulder flatter	ous dangerous perilous enormous prosperous superfluous ious anxious unconscious precious curious serious gracious factious ambitious	en woollen wooden frighten heighten et pocket buck et lock et turret helmet isl et esque. picturesque grotesque burlaque

ic.	extensive	ornament	venture
gigantic	delusive	judgment	future
heroic	ize.	torment	creature
despotic	recognize	implement	furniture
historic	authorize	ness	picture
	legalize	darkness	posture
ing	apologize	coolness	figure
adjoining	civilize	business	failure
searching	ly	graciousness	dom.
tumbling	suddenly	firmness	wisdom
corresponding	frequently	goodness	freedom
supporting	seriously	witness	kingdom
triumphing	correspondingly	likeness	th
devouring	nearly	ude	strength
descending	rapidly	gratitude	wealth
	successfully	attitude	heal
ive	occasionally	solitude	grow
massive	gallantly	multitude	birth
motive	ment	ure	ty
captivity	development	moisture	difficult
primitive	monument	inclosure	punctuality
locomotive			security

PECULIAR COMBINATIONS AND SILENT LETTERS.

I gh is sounded like f after:—	taught	plight	(f) ou sounded like ou in sound
(a) au sounded like a in fair	haughty	sunlight	bough
laugh	naughty	sight-seeing	newly-ploughed
laughing	(b) ou sounded like a in fall.	alighted	(g) ei sounded like a in fate
laughed	ought	delighted	eight
draught	bought	sighted	weighted
(b) ou sounded like o in not.	brought	tightly	(h) ai sounded like a in fate.
cough	thought	lighten	straight
trough	heart-thoughts	frightened	straightway
(c) ou sounded like u in but.	wrought	mighty	straightened
rough	(e) i sounded like i in pine	slightest	III b is silent —
rougher	well-nigh	height	(a) After m in the same syllable
tough	high	sleight	crumb
enough	higher	(e) ou sounded like o in note.	numbed
II gh is silent after.—	sighed	though	benumbed
(a) au sounded like a in fall	blight	although	thumb
caught	bright	thorough	lamb
	tight	borough	
	upright		
	rights		

limb climb climbing	(d) at the beginning of four words and their compounds	(d) Between o and k yolk folk	X t is silent:— (a) Between and l nestling whistled rustled jostled
(b) Before t in the same syllable debt doubt doubted doubting doubtful subtle	hour heir honest honour (e) Sometimes after p shepherd	(e) Between o and m. holm Holmes Holmfirth	(b) Sometimes before en. listening fastening hastening listened moistened
IV g is silent:— (a) Before n in the same syllable gnawing foreign signs sovereign impugn (b) Before m phlegm	VI k is not sounded before n in the same syllable knaves kneeling knees knowing knowledge knocked knight knelt knotty acknowledge	(f) Before d in could would should	(c) In the words— trait Christmas
V. h is silent:— (a) After g in the same syllable ghost ghastly aghost (b) After r in the same syllable rhetoric rhododendron rhyme rheumatism catarrh (c) Sometimes after t in the same syllable Thames thyme Thomist	VII i is silent. — (a) Between a and f or v calves half-holiday half-past halves (b) Between a and k talking leaf-stalk walked walking walker (c) Between a and m. balm calmly salmon balmy palmiest	VIII n is silent after m in the same syllable autumn columns hymn condemn solemn IX. p is silent — (a) Between m and t. promptly attempt empty tempting symptom (b) Before s at the beginning of a word psalm psalter psychology (c) Before t at the beginning of a word. ptarmigan pterodactyle ptolemaic (d) In the word receipt	XI. w is silent — (a) before r in same syllable wrists wretchedness wreathing wrecked wronged wrangle writing wronger write wrenched (b) In the following words— answer answered whole (c) In proper names like— Norwich Alnwick
			XII. s is silent in— isle island viscount

XIII <i>ps</i> is silent in—	ascend descent	tongue guerdon logue prologue	XVI. <i>i</i> is silent in—
corps			view
XIV <i>c</i> is silent after <i>s</i> .—	XV. <i>u</i> and some- times <i>ue</i> are silent (a) After <i>g</i> —	(b) In words like—	friendly carriage marriage
scent	guarded	building	juicy
descending	guided	gulder	

WORDS PRONOUNCED ALIKE BUT SPELLED DIFFERENTLY.

Three or more Forms —

Air (*of atmosphere*), heir (*of property*),
ere (*of time*), e'er (*for ever*)
Beer (*of drink*), bere (*of grain*), bier
(*carriage for dead body*).
Cite (*summon*), site (*of place*), sight
(*of eyes*).
Crews (*of ships*), cruise (*a voyage*),
cruise (*a small cup*).
Mete (*to measure*), meet (*to encounter*),
meat (*food*).
Oar (*of a boat*), ore (*mineral*), o'er
(*for over*).
Rain (*of weather*), rein (*horse*), reign
(*of a ruler*)
Right (*of state*), rite (*ceremony*), write
(*with pen*). wright (*a worker in
wood*)
Read (*of books*), reed (*plant*), rede
(*to advise*).
Seas (*of water*), seize (*to grasp*), sees
(*with eyes*)
Scent (*of smell*), sent (*made go*), cent
(*coin*)
They're (*they are*), their (*of them*),
there (*in that place*).
Two (*number*), to (*preposition*), too
(*adverb*).

Two forms —

Aught (*anything*), ought (*of duty*).
Ascent (*going up*), assent (*agree*)
Ayes (*of votes*), eyes (*of seeing*).
Bad (*of quality*), bade (*ordered*)
Baling (*of water*), bailing (*of a pri-
soner*)

Bell (*of steeple*), belle (*of a pretty
woman*).
Beach (*shore*), beech (*a tree*)
Braking (*of moving body*), breaking
(*thing to bits*).
Bridal (*marriage*), bridle (*of a horse*).
Bored (*pierced*), board (*of wood*).
Cells (*of a prison*), sells (*of goods*)
Chare (*of work*), chair (*a seat*).
Cores (*hearts*), corps (*of troops*)
Coarse (*of texture*), course (*of direc-
tion*).
Die (*cease living*), dye (*of colouring*).
Done (*finished*), dun (*of a colour*)
Dew (*of moisture*), due (*of a debt*)
Fair (*of appearance*), fare (*of a jour-
ney*)
Feat (*of a deed*), feet (*of a person*).
Fizz (*of noise*), phiz (*of face*)
Foul (*dirty*), fowl (*bird*)
Fore (*of position*), four (*number*).
Great (*large*), grate (*of a fire*).
Heart (*of body*), hart (*animal*)
Heard (*of the sense*), herd (*of sheep,
&c.*).
Hear (*of ears*), here (*in this place*).
High (*far up*), hie (*hasten*).
Height (*of elevation*), hight (*named*).
Hole (*opening*), whole (*complete*).
Hour (*of time*), our (*belonging to us*).
Knew (*aware of*), new (*just made*).
Know (*be conscious of*), no (*negative*)
Lie (*false statement*), lye (*railway
siding*).
Load (*a burden*), lode (*vein of metal*).
Low (*not high*), lo (*interjection*).
Main (*chief*), mane (*of horse*)

Made (*of act*), maid (*of a woman*).
 Might (*power*), mite (*small coin*).
 Martial (*warlike*), marshal (*to array*)
 Night (*of time*), knight (*title*)
 Owed (*of debt*), ode (*of poetry*).
 One (*of number*), won (*gained*).
 Pail (*a vessel*), pale (*of colour*)
 Pane (*of window*), pain (*of feeling*).
 Pause (*cease moving*), paws (*of animals*)
 Peal (*of bells*), peel (*of skin*).
 Place (*of position*), plaice (*a fish*)
 Plain (*of quality*), plane (*of surface*).
 Piece (*bit*), peace (*of state*)
 Rode (*of horse*), road (*path*)
 Row (*of order*), roe (*of fish*)
 Riot (*of mob*), ryot (*of Indian peasant*)
 Reck (*to heed*), wreck (*to destroy*)
 Sale (*of goods*), sail (*of a ship*).

Scene (*what we look at*), seen (*looked at*)
 Seams (*of sewing*), seems (*appears*).
 Serf (*a slave*), surf (*of water*).
 Serge (*cloth*), surge (*a wave*).
 Slays (*kills*), sleighs (*of vehicles*).
 Spright (*elf*), sprite (*elf*).
 Through (*from side to side*), threw (*cast*)
 Throne (*for ruler*), thrown (*cast*)
 Thyme (*plant*), time (*of duration*).
 Wail (*lament*), wale (*mark of a stroke*).
 Wait (*stay*), weight (*heaviness*)
 Way (*road*), weigh (*find weight*)
 Waste (*destroy*), waist (*part of body*).
 Waives (*gives up*), waves (*billows*)
 Wood (*timber*), would (*auxiliary verb*).

NOTES AND MEANINGS.

The Last Voyage of Sir Humphrey Gilbert

- 2 **Western Ocean**, the Atlantic Ocean, so called because it lies to the west of Europe

take possession, &c, seize the country and proclaim it part of the dominions of the queen

7. **colony**, a country occupied by people (or their descendants) who, having left their native land to settle in it, still maintain a close political connection with the land they have left.

10. **the wind had dropped**, it was no longer blowing hard.

Sir Humphrey Gilbert

- 4 **mysteriously**, in a way that cannot be explained.

5. **shrouds**, the ropes stretched from the top of the mast to the right and left side of the ship, to support the mast

rake, to touch with their tops and drag through.

- 7 **Spanish Main**, the part of the sea between North and South America. It was so called because the Spaniards were the first to form settlements on the surrounding lands, and claimed the right to exclude others

Gulf Stream, a current of warm water that flows through the Straits of Florida and passes north-east along the coast of North America to the Banks of Newfoundland. It is the best marked of all the ocean currents.

David Douglas

- 2 "**big medicine man**", a name given by the Indians to any one whom they think possessed of power or knowledge more than ordinary mortals can possess.

- 6 **presence of mind**, knowing, in a moment of sudden danger or difficulty, the right thing to do and doing it.

- 10 **Sandwich Islands**, a group of

islands in the North Pacific Ocean, discovered by Capt. Cook in 1778.

Mabel Howard. A Tale of a Forest Fire —I

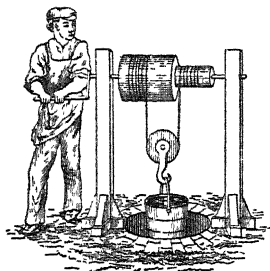
8. **outrun the fire**, run faster than the fire, so as to get to the Moores' farm before it.

landmark, an easily seen object, letting people travelling through the district know where they are when they see it.

- 10 **placid**, still, peaceful.

Mabel Howard —II.

- 2 **windlass**, a machine consisting of a cylinder of wood or iron turned



Windlass.

by a handle, and having a rope fixed to it in such a way that a bucket attached to the rope is raised or lowered as the handle is turned.

- 2 **ready-witted**, knowing at once what to do; with all her wits about her
4. **place of refuge**, where they were out of the way of danger.
- 7 **plaintive**, sad, telling of sorrow
- 9 **blistered curb**, the framework of wood round the well, which the heat of the fire had blistered.

Robert of Lincoln

8. **humdrum crone**, a tiresome, silly, unlovely, womanish old man
- wanes**, passes slowly away, draws to a close

Little Hammer.—I.

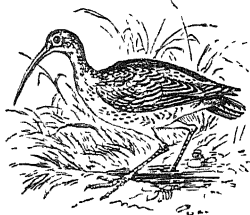
- 6 **fulfilled his threat**, did the hurtful thing he said he would do
- 8 **blizzard**, a storm of wind with great cold, and dry, driving snow. These storms are usually so terrible that neither man nor beast can face them.
9. **elements**, the wind and the snow

Little Hammer —II.

- 3 **unconscious**, not knowing what was going on about him

The Ranchman's Ride

- 1 **curlew**, a kind of wading bird that frequents boggy moors and

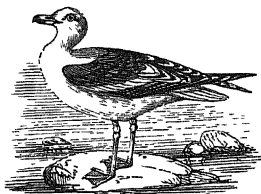


Common Curlew

also the sea-side. It is called in Scotland the *whurp*

cayote or **coyote**, the prairie wolf of North America

- 2 **divide**, the high part of land—ridge or level—that separates the streams that flow in one direction from those that flow in another.



Lesser Black-backed Gull

- 2 **sea-mew**, a kind of gull, sea-gull

Ruth's Poodle —I

9. **snow wreath**, a heap of snow piled up by the wind

Ruth's Poodle —II

- 3 **The delay had occupied only five minutes**, she had spent five minutes in helping the poor little dog
5. **fell further in the teacher's favour**, the teacher thought still worse of her.

Ruth's Poodle.—III.

- 1 **refrain**, keep herself from doing
- 2 **particular**, special; the one she cared for most

The Oak and the Fir.

2. **foliage**, leaves taken as a whole
- shelter**, hide from those seeking him to hurt him; so to protect.
- 3 **conceited**, thinking too highly of one's self.
- 4 **disloyal**, not faithful to king or country
- 12 **snapped**, said in an ill-tempered or sharp angry way

Hearts of Oak.

1. **press you like slaves**, force you to become sailors whether you will it or not
- 3 **beaus**, fops, men who paid too great attention to their dress and appearance; hence, womanish men, weaklings, and cowards
- 3 **flat bottoms**. In this year, 1759, there had been a great gathering of flat-bottomed boats on the north coast of France These boats were to serve as transports for the army that was to invade England Hawke's defeat of Conflans in Quiberon Bay put an end to all fear of invasion

First Sight of Britain.

- 1 **clearing**, making his way quite across.
- verdure**, greenness; general freshness.
- 6 **skeleton**, frame-work
- woodpecker**, the name given to

a kind of climbing bird because it taps with its bill on trees to find out the holes where there are insects or their eggs, &c.

8. **litter**, things strewn about in confusion or disorder
- 9 **a stall is vacant**, there is no ship building on these particular slips

On Pilots

- 2 **absolute master**, &c., has entire control of the ship
- 3 **fair-way**, the course that is free from obstacles, and is therefore taken by vessels.
- 5 **endurance**, ability to bear up against suffering or fatigue
- prevented from proving fatal**, kept from ending in the death of the pilots



Topsail Schooner

- schooner**, a vessel with two masts, having the upper edge of her chief sails extended by means of a *gaff* or forked spar.
6. **punt**, a little rowing boat carried by small vessels.
11. **benumbed**, made stiff and without feeling.
- plight**, a position of difficulty and danger.

The Life-boat.

- 1 **blasts of destruction**, strong gusts of wind that sunk the ships and drown the sailors.
- watchword**, the word they used

as a motto and as a sign of what they were trying to do

2. **hapless**, the unfortunate, the very unlucky, those who seemed without a chance of escape.
3. **grapnel**, a piece of iron fitted with



Grapnel

four or five claws, and used to hold boats or small vessels.

barque, a sailing vessel of any kind, used especially for those of small size.

Thora.—I

3. **just above high water-mark**, the water never quite rose to it, even in the highest tides, though it very nearly did so.

Thora.—II.

2. **brent-goose**, the smallest and the most numerous of all the kinds of geese that visit our shores. Its breeding place is in the far north, but in winter it comes south.
3. **continued the descent**, went on down the cliff.
4. **barrier**, anything that stands in the way, hindering people from going on.
goal, the place we wished to reach
6. **weird tales**, stories that it frightened her to think of.
kelpie, an evil spirit of the waters usually seen in the form of a horse.

Some Wonderful Plants —I.

2. **a little more modest**, did not feel quite so sure she knew everything.
11. **they are not natives**, when the islands were found out, these trees were not found growing on them.

Some Wonderful Plants.—II

4. **lengthened out its stem**, grew in height.
8. **air-chamber**, a place filled with air.

Nature Life in India.

2. **picturesque**, fitted to make a pleasing picture
customers, those who employ him.
3. **lumbering**, clumsily made, and moving badly.

The Pipes at Lucknow.

1. **droning**, making a low, heavy, dull sound. The reference in these lines is to the Scottish bagpipes.
2. **plaided**, wearing a plaid. The plaid forms a part of the full dress of a Scottish Highlander.
pibroch, a form of music played upon the bagpipes.
4. **bewailing**, sorrowing for their hard fate.

Havelock, the general who was bringing relief to the English soldiers besieged in Lucknow by the rebel sepoys, 1857. After succouring the besieged garrison he was himself shut up in Lucknow by the rebels. He died shortly after the garrison was finally relieved by Lord Clyde.

Sepoy, a native Indian soldier.

7. **Goomtee**, a tributary of the river Ganges. Lucknow stands on it
9. **Moslem**, Mohammedan.
the tartan clove the turban, the relieving Highland soldiers burst their way through the opposing Indians
turban, a kind of head-dress worn by people in the East. It is made up of two parts, a brimless quilted cap fitted to the head and a sash of linen wound round the cap.

The Sacred Fig-Tree

6. **a gigantic specimen**, a very large banyan-tree.

7. **crown**, the top of the central stem

A Girl's Adventure in India.—I.

- 4 **buggy**, a kind of carriage used in India, with a large hood to protect the traveller from the sun
- 7 **soothed her**, calmed her.

A Girl's Adventure in India.—II

- 11 **hill-station**, a place among the hills, under a government official, civil or military, to which European residents in India can retire for their health.

Western Ghats, the mountains which bound the table-land of the Deccan on the west.

Shooting a Tiger

- 2 **reposed**, lay at rest
- pounding away**, &c., stamping clumsily along, walking with heavy steps.
- 11 **prostrate**, lying stretched out.

Meg Merrilies.

- 1 **gypsy**, a strange wandering people who first came to England about 400 years ago. People then thought that they came from Egypt, and this mistaken opinion is shown by the name they gave them.
- swart**, dark-coloured

3. **garlanding**, chaplets or wreaths for her head

- 4 **Margaret Queen**, the brave wife of Henry VI. She took a leading part in the "Wars of the Roses"

Amazon (1) In the legends of Greece the Amazons are represented as living on the shores of the Black Sea and in the Caucasus. They formed a nation of women from which men were excluded, and are represented as having been frequently at war with the Greeks in the early ages. (2) A nation of female warriors who, according to Indian legends at the time of the discovery of America, occupied a

portion of S America. Hence the name of the great river

Tea-planting in Assam.

3. **jungle**, land covered with thick, rank vegetation, forest trees or underwood

coolies, native day-labourers

to throw in his lot with them, to become a tea-planter.

A Coach Ride Eighty Years Ago

- 8 **martial laurels**, wreaths of laurel which adorned the coaches, and were a sign that a great victory had been gained in the war. A wreath or crown of laurel was given to the victor in battle as a reward. The laurel became so associated with war that it could be spoken of as "martial laurel"

11. **move to us**, &c, bow to us

Old Towler.

- 1 **chanticleer**, &c., the cock. The cock crows at daybreak and is therefore sometimes called the "bird of dawning"

spangles, dewdrops glittering like jewels in the morning light.

- 2 **cordial**, warm drink.

gale, breeze.

3. **win the blooming fair**, win the favour of the fair lady.

The Beginning of Railways.—I.

1. **romance**, wonderful, exciting and heroic incidents and stories.

- 2 **plodding**, pushing on slowly but steadily

- 6 **dross**, the coal refuse, the very small coal.

The Beginning of Railways.—II.

5. **excited great opposition**, made many people try to hinder the scheme from being carried out

Coal.

1. **developed**, made so great and so perfect.

3. **charter**, written authority given by the king, or by a body or person with the lawful right to grant it
- 8 **important industry**, an occupation that gave employment to many and on which many others depended.

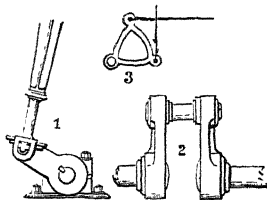
The Cuckler's Escape

1. **roan**, a horse of a roan colour, that is, of a bay, or of a reddish or yellowish brown, or of a chestnut colour mixed with white hairs.
- 2 **mettled**, spirited.
- doffed**, took off.
- 3 **rail**, the bar of wood that stretches horizontally from one upright post in a fence to another
- 5 **royal hart**, the name is given to the males of the red-deer when they are seven years old and over; a great stag.

at bay, that, being unable to escape, had turned on the pursuing dogs.

A Railway Chase —I.

1. **stoker**, one who attends to the engine fires
- drawing up**, stopping
- 4 **crank**, the iron arm between the



1, Single Crank 2, Double Crank
3, Bell Crank

piston and the axis which causes the wheels to turn round

A Railway Chase —II

- 8 **wrought the disaster**, been the cause of the collision and of the death of so many passengers and the destruction of so much property

A Noble Woman

1. **belonged to the Society of Friends**, were Quakers
5. **admitted to the women's ward**, let into the part of the prison where the women were kept.
13. **government**, those who manage the affairs of the country.
14. **benefactor**, one who has done a great deal of good to a person or class of persons

Jorgen Jorgenson —I.

4. **parole**, a promise given not to try to leave England without permission
6. **doing a stroke of business**, making a good profit
- 10 **installed himself as sovereign**, caused himself to be proclaimed king

Jorgen Jorgenson —II.

8. **convict**, one condemned for a crime and undergoing penal servitude.

Song of the Danish Sea-King

1. **girdled**, confined, bounded, shut in by the ocean.
- 4 **elements**, winds and waves
- let**, hinder, constrain, limit.
- mete**, measure.
- 5 **breast**, sail over the bosom of
- tilt**, to ride and thrust with a lance in a tournament
6. **bosomed sails**, sails filled or stretched by the wind

Robin Red-breast

2. **russet**, of a reddish-brown colour.
- pinching days**, days when there will not be enough of food.

Jacky Jacky

1. **settlement**, people from this country going to live there
2. **Misery dogged**, &c., the early explorers suffered great hardships and were very unlucky.

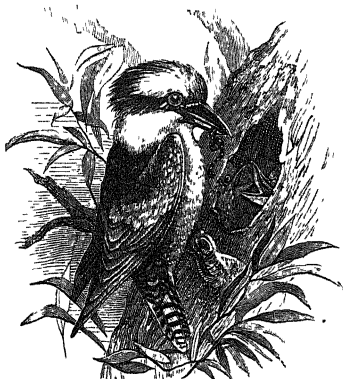
- 3 **devotion**, faithful attachment to a person or cause.

Lost in the Bush.

- 4 **sterile waste**, wilderness which produces nothing
5. **increased the torment**, made the great pain greater.
- dreadful agony**, fearful suffering
8. **foreboding**, sense that evil is coming on us

Australian Recollections

- 4 **whinny**, neigh
- 5 **jackass**, a native Australian bird of prey; a kind of kingfisher, called



Laughing Jackass

by the colonists, on account of its strange cry, the laughing jackass.

- 6 **lagoon**, a shallow lake connected with the sea or with a river

Dot's Claim.—I.

8. **prospecting**, searching the country for a metal supposed to exist in it.

Dot's Claim —II.

7. **reef**, a vein of quartz with gold in it

An Australian Flood

1. **acquired**, become the owner of.
- "run"**, a large stretch of grazing ground where sheep or cattle are kept
- 2 **paddock**, a small inclosed field near a house or stable.
- creek**, a brook or small river.

Florence Nightingale

- 3 **consented to undertake the task**, agreed to take charge of the nursing of the sick and wounded soldiers
- 6 **trenches**, deep ditches dug by soldiers, the earth from the trench being piled up in front to protect the soldiers from the enemy's shot
- By means of trenches made in a particular way soldiers can be brought almost close up to the walls of a besieged town
- commemorate**, to hand down the memory of

Santa Filomena.

- 9 **annals**, records, stories of events that have taken place
10. **a noble type**, &c , a fine example of what a brave, true, good woman can do
- 11 **of yore**, in olden times.
- the symbol**, &c In the chapel dedicated to Santa Filomena, at Pisa, the saint is represented as a beautiful nymph floating down from heaven, attended by two angels bearing the lily, palm, and spear, and beneath are the sick who are healed at her intercession.

On a Karroo Farm

3. **blazing carpet**, &c., the flowers cover the ground as with a brightly glittering carpet
- 4 **kraals**, a South African native village, also, as here, a sheepfold or inclosure for cattle.

A Blue Wildebeest Hunt.

1. **veldt**, the name given in S. Africa to a grassy tract of country, or to

a tract without trees, or covered with but a slight underwood.



Maize

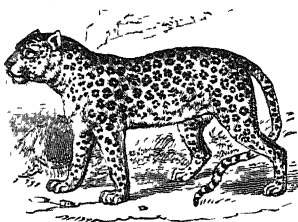
4. **blue wildebeest**, a name for the gnu. It is so called on account of its colour

10 it is time to **take action**, &c Do something to hinder the wildebeests from going into the bush

A Race with a Kaffir

1 **mealies**, the name given in S Africa to maize or Indian corn

2 **leopard**, a fierce animal of the cat kind, found in Africa and Asia It



Leopard

is of a yellowish fawn-colour, and is covered with black spots of various sizes

The Englishman

2. **have carried the palm**, &c., have proved themselves the bravest of the brave.

3. **trampled, oppressed, down-trodden. soul-bound**, deeply loved

4 **pole or zone**, meaning probably the coldest or the hottest regions of the earth—the polar regions or the torrid zone.

A Lady Traveller in Central Africa —I

7. **our boys**, native servants

8. **stockaded**, surrounded with a fence made by driving posts into the ground

A Lady Traveller in Central Africa —II

4 **torn with anxiety**, suffered greatly from fear as to what would happen to her husband

8 **sorry crowd**, a miserable looking lot

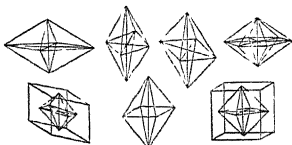
The Englishman

1 'tis **first on the scroll of fame**, it is the most famous land in the world

4 **zone**, probably the Torrid Zone here, as opposed to the pole or Frigid Zone The Torrid Zone is the part of the earth within the tropics.

A Diamond Field

3. **crystalline**, made up of crystals,



Crystals

that is of solid bodies inclosed by a number of plane faces The form of the faces and their number and arrangement vary in different kinds of crystals.

11 **sorted**, separated out into the different kinds of things of which it is made up, and arranged in order.

Robin Goodfellow

1. **Oberon**, in the middle ages the name given to the king of the *fairies*

Fairyland The old inhabitants of Britain, the Celts, believed in a shadowy land somewhere, underground, or beneath the sea, or in some island to the west (*Avallon*), where abode both the spirits of the dead and certain gloomy deities hostile to men. Here it is that, as legends tell, Arthur "is a king ycrowned in *Fairy*"

Mad Robin. Robin Goodfellow, Oberon's jester and body-servant, is known also as Puck and as Will-o'-the-Wisp He is always represented, as in this poem, as a mischievous and yet kindly spirit

1 **revel rout**, feasting and merry-making.

2 **posset**, a drink composed of hot milk curdled by being mixed with wine, &c.

juncates=**junkets**, delicate food, sweetmeats

3 **card up their wool**, do their work for them by combing their wool, so as to clean it and separate the coarser parts from the finer.

5 **vermin**, foxes and other animals looked upon by men as a plague to be got rid of.

gin, trap

6 **dance our hey-day guise**, our country dance or round danced to celebrate the holiday

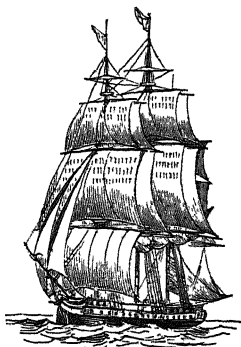
7 **Merlin** In the romance of King Arthur in the middle ages Merlin is represented as a famous enchanter, the friend and counsellor of the king.

sprites, fairies

beldames, ugly old women.

The Frigate and the Gallies.—I.

1. **frigate**, among ships of war of the



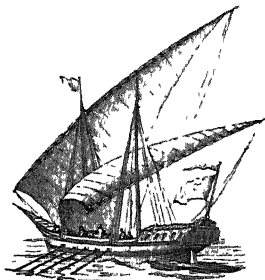
Frigate, with Studding-sails set

old style, a vessel carrying from twenty-four to fifty guns

convoy, ships she was to guard from the enemy

2 **galleys**, low flat-built vessels that were driven along both by sails and

oars. They varied in length from 100 to 200 ft. In France and elsewhere convicts were set to work



Galley

these vessels. These vessels had very strong stems or prows, and tried to sink their opponents by ramming.

7. **subtle**, its meaning was not easily understood

8. **league** (land), 3 miles, (nautical) $3\frac{1}{2}$ miles

The Frigate and the Gallies.—II.

2. **jumped to a fresh conclusion**, formed a new opinion.

6 **taffrail**, the rail at the stern.

9. **starboard**, the side of the ship on the right hand of one looking forward

The Frigate and the Gallies.—III.

2. **grape-shot**, a kind of shot fired from a cannon, each arranged in what is called a round. A round of grape-shot is usually made up of nine cast-iron balls arranged in three rows of three each, one above the other, with flat plates between, the whole being kept in their places by means of a central iron pin



Grape-shot.

8. **forecastle**, the fore part of the ship, where the sailors live

The Frigate and the Gallies.—IV.

10 **glaring**, with a fierce, piercing look.

A BRIEF ENGLISH GRAMMAR.

[The sections indicated by a wavy line in the margin should be left
until the rest has been studied]

THE SENTENCE.

1. A sentence consists of a number of words which, taken together, make complete sense:

- (a) *Sir Humphrey Gilbert founded the first English Colony*
- (b) *The ships completed the voyage*

2. Every sentence consists of two parts, the SUBJECT PART and the PREDICATE PART

EXAMPLE *The waves broke over the decks*

Broke over the decks is the statement made, or what is said, and is therefore called the PREDICATE PART of the sentence

The statement is made about *The waves*, which is therefore called the SUBJECT PART of the sentence.

Thus the SUBJECT PART is the answer to the question asked by putting *who* or *what* before the PREDICATE PART, as, *What broke over the deck?*—Answer, *The waves*

3. The SUBJECT PART may be further broken up, and so also may the PREDICATE PART.

EXAMPLE. (a) *His five small ships were manned with trusty sailors.*

Here, the SUBJECT PART, *His five small ships*, is made up of the name *ships*, which in analysis is called the **subject**, and of the words *his*, *five*, and *small*, which qualify *ships*.

The SUBJECT PART therefore consists of (1) **subject** and (2) **qualifying words**.

4. The PREDICATE PART is made up of *were manned*, which is called in analysis the **predicate**, and *with trusty sailors*, which qualifies *were manned*.

The PREDICATE PART in this sentence consists of (1) **predicate** and (2) **qualifying words**

EXAMPLE: (b) *Before many years Elizabeth granted full permission to the bold seaman*

Here the SUBJECT PART consists of *Elizabeth*, the **subject**

The PREDICATE PART consists of *granted*, the **predicate**; *before many years*, **qualifying words**; *permission*, **object**; *full*, **qualifying word**; and *to the bold seaman*, **indirect object**.

The PREDICATE PART therefore here consists of (1) **predicate**, (2) **qualifying words**, (3) **object**, (4) **qualifying word**, (5) **indirect object**

5 While every sentence must have a **subject**, only certain sentences have an **object**. The **object**, like the **subject**, may have **qualifying words** joined to it.

The **QUALIFYING WORDS** to the **subject** or **object** are invariably *adjectives*, or *words* or *phrases doing the work of adjectives*. These words usually answer one of the following questions with regard to the subject or object. *What sort? How many? How much? Which?* e.g. *His five small ships were manned.* Small answers, "What sort of ships?" *five*, "How many ships?" *his*, "Which ships?"

The **QUALIFYING WORDS** to the **predicate** usually state with regard to it some circumstance of *time, place, manner, or cause*. In other words, they answer the questions asked with respect to the predicate by the interrogatives, *When? Where? How? Why?* They are invariably *adverbs*, or *words* or *phrases used for adverbs*.

SCHEME OF ANALYSIS.

EXAMPLE *A young Scotch gardener was sent from this country to study the plants of British Columbia.*

1st scheme—

gardener	subject
A young Scotch	qualifying words to subject
was sent	predicate
from this country	qualifying words to predicate (<i>place</i>).
to study the plants of	
British Columbia	qualifying words to predicate (<i>reason</i>).

2nd scheme—

Subject	Qualifying Words.	Predicate	Qualifying Words.	Object.	Qualifying Words.
gardener	A young Scotch	was sent	from this country (<i>place</i>) to study the plants of British Columbia (<i>reason</i>)

EXERCISE I.

Analyse—1. Men and women were all keeping holiday. 2. Their food would be coarse. 3. The air rang with their cheers. 4. The ships sped out of the harbour. 5. One September day the ships were caught by a storm. 6. On board were nearly three hundred passengers. 7. The trappers called him "the Grass-Man". 8. In returning he lost his way in the forest. 9. The effect on the natives was wonderful. 10. Douglas went on shore.

A **Noun** is a name; as, *Campobello, Sir Humphrey Gilbert, wind, light, deck, &c.*

An **Adjective** is a word depending on, or qualifying a noun; as, *the passing clouds, their sacred trees, twelve days.*

A **Pronoun** is a word that is a substitute for a noun; as, *They (the children) trudged on: I (Mabel Howard) met their (the children's) mother this morning, and she (the mother) told me (Mabel Howard) that the children would be alone.*

A **Verb** is a word which states or asserts; as, *Little Hammer visited the Company's store; The Indian rode straight.*

An **Adverb** is a word that qualifies a verb, or an adjective, or another adverb; as, *He was safely given into the hands of his owner.*

A **Preposition** is a word (usually) put before a noun or a pronoun, and forming with it a qualifying phrase, adjective or adverb; *My foliage, with its long thin needles, is light and elegant He flew to the ground.*

A **Conjunction** is a word used to join words, clauses, or sentences; *In fair weather or foul our sailors must trust their lives to the ocean, and be able to steer their ships from port to port.*

NOUNS.

6 The subject and the object of a sentence are nouns, or words or phrases used instead of nouns; as,

Ice-cold grew the night (subject)

Douglas climbed the hills (object).

A **NOUN** is used (1) as the **subject** of a sentence; as, *The land wind failed* (2) As the **object** of a sentence; as, *The Indians soon knew his face* (3) As a **qualifying word** to some other noun; as, *Mabel reached Mr Moore's farm.* (4) **Following a preposition** and forming with it a qualifying phrase, as, *The fleet of Death rose all around; He sat upon the deck*

7. **NOUNS** are either **Proper** or **Common**; as, *Mabel Howard* (proper), *girl* (common).

A **Proper noun** is a name that can be used only for one thing in the same sense, as, *Miss Nelson, Ontario, Harry Lennox.*

A **Common noun** is a name that can be used equally well for each of the individuals that make up a class, as, *teacher, town, boy.*

EXERCISE 2.

Pick out nouns in "Sir Humphrey Gilbert"; state how they are used.

EXERCISE 3.

Select Nouns in "Mabel Howard —I." Say (1) whether they are proper or common, (2) whether they are used as subject or as object or as qualifying words, or (3) whether they form with prepositions qualifying phrases.

NUMBER

8. When a noun signifies one object only it is said to be of the singular number; when it signifies more objects than one it is said to be of the plural number; as,

sing <i>child</i> ,	sing <i>eye</i> ,	sing. <i>boy</i> ,
plur <i>children</i> ;	plur. <i>eyes</i> ;	plur <i>boys</i> .

9. The PLURAL of nouns is found by adding -s to the singular; as,

sing. <i>block</i> ,	sing. <i>blanket</i> ,
plur. <i>blocks</i> ;	plur. <i>blankets</i> .

(1) When the singular ends in **s**, **sh**, **ch**, **x**, or **z**, the plural is formed by adding -es; as,

sing <i>box</i> ,	sing. <i>brush</i> ,
plur <i>boxes</i> ,	plur <i>brushes</i>

(2) Most nouns ending in **f** or **fe** form their plural by changing the **f** or **fe** into **ves**; as,

sing <i>shelf</i> ,	sing <i>wife</i> ,
plur. <i>shelves</i> ,	plur. <i>wives</i> .

(3) When the singular ends in **y** with a consonant before it, the **y** is changed into **i** before adding **es**; as,

sing <i>baby</i> ,
plur. <i>babies</i>

(4) Some nouns make their plural in **en**, as,

sing <i>child</i> ,
plur. <i>children</i> .

(5) Some nouns make their plural by changing the vowel; as,

sing <i>man</i> ,	sing <i>foot</i> ,
plur <i>men</i> ;	plur <i>feet</i> .

EXERCISE 4

1. Pick out the nouns in "Robert of Lincoln". 2 Give their singular form and their plural form 3. Make a list of the nouns used as *subject*. 4. Make a list of the nouns used as *object* 5. Name the nouns used with prepositions to make qualifying phrases 6. Pick out (a) phrases qualifying nouns, (b) phrases qualifying verbs.

GENDER.

10. We distinguish nouns that are names of males from nouns that are names of females, and both from nouns that are names

of inanimate things This distinction we call GENDER; as, *man* (masc gender), *wife* (fem. gender), *briar* (neuter gender).

Names of males are masculine gender; as, *prince*, *fellow*, *husband*.

Names of females are feminine gender; as, *nun*, *mother*, *wife*.

Names of inanimate things are neuter gender; as, *nest*, *flower*, *coat*.

Names that are names of either males or females are common gender; as, *mate*, *child*, *parent*.

EXERCISE 5.

Give the gender of—Briar, weed, nest, dame, Robert of Lincoln, flowers, coat, bird, wife, wings, husband, creature, thieves, robbers, nun, prince, throat, knaves, eggs, hay, mother, fellow, work, care, garment, mate, children, nestlings.

EXERCISE 6.

Give the gender of nouns in "Little Hammer.—I."

MODES OF MARKING GENDER.

11. We mark GENDER in English (1) by using different terminations for the masculine and the feminine, as,

masc. *murder er*,
fem. *murder ess*.

(2) By using entirely different words; as,

masc. *boy*,
fem. *girl*.

(3) By joining with the noun some other word to show the gender; as,

masc. *man-servant*,
fem. *maid-servant*

EXERCISE 7.

(a) Give the masculine of *dame*, *she-bird*, *wife*, *nun*, *mother*.

(b) Give the feminine of *man*, *prisoner*, *horse*, *trapper*, *outcast*.

CASE OF NOUN OR PRONOUN.

12. Every sentence contains a subject, and many sentences contain both a subject and an object. When the subject of a sentence is a noun (or pronoun), that noun (or pronoun) is said to be in the

nominative case. When the object of a sentence is a noun (or pronoun), that noun (or pronoun) is said to be in the **objective case**. When a noun (or pronoun) follows a preposition it is also said to be in the **objective case**. The case of a noun (or pronoun), therefore, simply means the particular duty that the noun (or pronoun) performs in the sentence.

13 There are three cases the Nominative, the Objective, and the Possessive

A noun (or pronoun) is said to be in the **possessive case** when it is connected with another noun in such a way as to show ownership, as, *John's cat*; *his book*.

Here the words *John's* and *his* show that *John owns* a cat, and that *he owns* a book; and are said to be in the possessive case. It will be noticed that the noun (or pronoun) in the possessive case differs in form from the same noun (or pronoun) in the nominative case. *John* becomes *John's*, *he* becomes *his*.

In some foreign languages, and in Old English, there are many case forms, and the case of any particular noun can be decided by simply looking at its form. But in modern English nouns the possessive case is the only one that has a special form. whether a noun is in the nominative or the objective case can only be decided by considering how it is related to other words in the sentence, such as verbs or prepositions.

[The following section should be passed over on first reading, the pupil referring back to it for a more detailed account of Case. After the rest of the Grammar has been mastered, it also should be thoroughly got up.]

14. **NOMINATIVE CASE** — A noun or pronoun is in the nominative case

(1) If it be the **subject** of the sentence, as, *The Indian was dragging him*.

(2) If it mean the same thing, and occur in the same sentence, as another noun in the nominative to which it is a qualifying word; as, *Little Hammer, the prisoner, was to receive punishment*. The noun *prisoner* is here said to be **nominative in apposition** to *Little Hammer*.

(3) If it follow a **verb of incomplete predication**¹ (that is, a verb like *to be*, &c., which takes a noun after it, meaning the same as the **subject** and agreeing with it in case); as, *Ruth Melville was a Toronto girl*.

(4) If it be the name of the person or thing addressed; as, *Sergeant Gallatly, keep awake*.

(5) If it be combined with a **participle** to make a qualifying phrase; as, *The story being heard, the people were sorry*.

15 **OBJECTIVE CASE** — A noun or pronoun is in the objective case. (1) As **object** after a **transitive verb**; as, *Someone was pouring hot coffee between his teeth*.

(2) After a **preposition**; as, *He was in the fort*.

(3) In **apposition** to noun or pronoun in the **objective case** (that is, added to it as a qualifying word); as, *They sent Little Hammer, the Indian, to a prison*.

¹ See page 228

(4) After an **intransitive verb** of a similar form or meaning to itself, as, *The boys run a race*

(5) After some **impersonal verbs**, as, *It vexed the people to see the poor Indian put in prison*

(6) When it answers the question "**When?**" as, *It is not my fault this time*, or "**How long?**" as, *I stopped only a minute*, or "**How much?**" *He travelled many miles* *It cost him six shillings.*

16 **POSSESSIVE CASE**.—A noun or pronoun is in the possessive case—
(1) When by its form it marks the **owner** or **possessor**; as, *It dawned on Gallatly's mind*

(2) When it means the **possessor**, and the word in apposition to it or qualifying it is **possessive in form**; as, *Little Hammer, the Indian's, sentence was but light*

EXERCISE 8

Analyse the sentences and parse the nouns.—1. It was Little Hammer shaking him. 2 The Indian was dragging him from his horse. 3. His mind wandered. 4. At last his eyes opened. 5. Gallatly's mind was numbed. 6. Little Hammer's sentence was light

FORMATION OF POSSESSIVE CASE.

17 The **POSSESSIVE CASE** is formed by adding 's to the nominative; as, *Ruth's poodle.*

The ' (*apostrophe*) only is added to make the possessive plurals of nouns whose plurals end in *s*, as, *The girls' games.*

Singular words of more than two syllables whose nominatives end in *s* or in an *s* sound, add only ' to form the possessive; as, *Brutus' Portia*; *For justice' sake.*

The possessive case is now almost entirely confined to names of persons. A noun in the possessive case is always used as an attribute; as, *The officer's dog*

EXERCISE 9.

Give the possessive of—Ruth, mother, girl, Lord Dufferin, governor, teacher, school-fellows, dog, servant, doctor.

EXERCISE 10.

Analyse.—1. Ruth laid the little thing in the doctor's arm. 2. The delay had occupied only five minutes. 3 The teacher, Miss Wilkins, looked grave. 4. Ruth answered very badly the questions put to her. 5. Miss Wilkins listened attentively. 6. Mother told me to hurry.

ADJECTIVES.

18. An adjective is a word which, being added to a noun, describes the thing more fully and definitely; as, little dog, particular friend

Adjectives are also employed to qualify words or phrases that are used as nouns, as, *The others*, sorry at losing the prize, *blamed Ruth*

19. Adjectives are (1) **Adjectives of quality**; as, *A lame poodle*. *Lame* answers the question **What sort of?** and is therefore called an adjective of quality.

(2) **Adjectives of quantity**; as, *Two weeks*. *Two* answers the question **How many?** and is therefore called an adjective of quantity.

The whole story. *Whole* answers the question **How much?** and is therefore called an adjective

(3) **Adjectives of distinction**; as, *That morning*. *That* answers the question **Which?** and is therefore called an adjective

EXERCISE 11.

Select the adjectives in "Ruth's Poodle.—III.", and say of what sort they are.

EXERCISE 12.

Analyse.—1. During the remainder of the forenoon Ruth felt very sad. 2. Only to her own particular friend, Mary Scott, did she tearfully give an account of the whole story. 3. How could the doctor know her name?

COMPARISON OF ADJECTIVES.

20. The form of the adjective is varied only to denote degrees of quantity or quality, as *great*, *greater*, *greatest*.

There are three degrees of comparison. the **positive**, as *broad*; the **comparative**, as *broad^{er}*, and the **superlative**, as *broad^{est}*.

1. The **positive** degree is the adjective in its simplest form, as *long*, *glad*, *able*, *heavy*.

2 The **comparative** degree is formed by adding **-er** to the positive, as *long^{er}*, *glad^{d-er}*, *able^r*, *heavy^{i-er}*.

3. The **superlative** degree is formed by adding **-est** to the positive, as *long^{-est}*, *glad^{d-est}*, *able^{-st}*, *heavy^{i-est}*

4 Rules 2 and 3 are followed in the case of (1) adjectives of *one* syllable, as, pos. *proud*, comp. *proud^{-er}*, sup. *proud^{-est}*; (2) adjectives of two syllables with the accent on the final syllable; as, pos. *handsome*, comp.

handsome-, sup. *handsome-st*, and (3) adjectives of two syllables ending in *e* or *y*, as, pos *complete*, comp. *complete-r*, sup *complete-st*, pos *mighty*, comp. *mighti-er*, sup. *mighti-est*

Most adjectives of two syllables, and all adjectives of more than two, make their **comparative** by putting **more** before the positive, and their **superlative** by putting **most**, as, *graceful*, comp more graceful, sup most graceful, *elegant*, comp. more elegant, sup most elegant.

The following are compared irregularly —

Positive	Comparative	Superlative
good	better	best
bad, evil, ill	worse	worst
much or many	more	most
little	less	least
old	older or elder	oldest or eldest
near	nearer	nearest or next
late	later or latter	latest or last
far	farther	farthest

EXERCISE 13.

Compare the following.—Stout, low, close, thick, clumsy, ugly, thin, light, jolly, smooth, tough, hard, soft, clear, strong, wise, tall, proud, short, old, new, young, cosy, cold

EXERCISE 14

1. Select the adjectives in “First Sight of Britain”. 2. State of what sort they are 3. Give the nouns to which they are joined 4. Compare those that can be compared.

EXERCISE 15.

(a) *Analyse*.—1. Now and then a stall is vacant, the ship having just been launched. 2. A little tug, with a rope at her bows, pulls her first this way and then that

(b) Parse fully the nouns and adjectives in the above

PRONOUNS.

21. A **Pronoun** is a word that is a substitute for a noun; as, *In fair weather or foul* our (the persons' who are speaking) *sailors must trust* their (the sailors') *lives to the ocean*.

A pronoun, called in some languages “a universal name”, is a word that can be used for the name of *anything*. Besides being, for the time, the *name* of the thing, a pronoun serves also to show some *relation*; e.g. *I* shows the person who is speaking, *You* the person who is spoken to, &c.

22. Pronouns are classified as **personal**, **demonstrative**, **relative**, **interrogative**, **indefinite**.

23. **Personal pronouns** are so called because they are applicable to *persons*. The *first personal pronoun* marks the person who is speaking, the *second* the person spoken to, and the *third* the person spoken about.

1 Personal pronouns, like nouns, have **number**, **gender**, and **case**

2 **Number**—The plural is not formed by adding terminations to the singular, but singular and plural have different forms

3 **Gender**—Only the third personal pronoun in the singular has different forms marking gender.

4 **Case**.—Case is shown by means of case forms.

The following scheme shows the variations of the personal pronouns for number, gender, and case

	<i>Singular</i>			<i>Plural</i>		
	<i>Nom</i>	<i>Poss</i>	<i>Obj</i>	<i>Nom</i>	<i>Poss</i>	<i>Obj</i>
1st Person	I	my or mine	me	we	our or ours	us
2nd „	thou	thy or thine	thee	ye or you	you or yours	you
3rd „ <i>Mas.</i>	he	his	him	they	their or theirs	them
3rd „ <i>Fem.</i>	she	her or hers	her			
3rd „ <i>Neut</i>	it	its	it			

Mine, **thine**, **his**, **hers**, **its**, **ours**, **yours**, **theirs**, are mostly used without a noun following. They indicate **possession**, and may be used as the **subject** or **object** of a sentence.

EXAMPLE. *His legs are short; mine (=my legs) are long.*

My, **thy**, &c , are sometimes called **possessive adjectives**.

EXERCISE 16.

(a) *Analyse*—1. When nearing a pilot joins the ship and takes charge of her. 2. In stormy weather he runs no small risk in joining the vessel. 3. With some difficulty he got on board.

(b) Parse nouns, adjectives, and personal pronouns in these sentences.

EXERCISE 17.

Pick out and parse the personal pronouns in “The Lifeboat”.

RELATIVE PRONOUNS

24. The **relative pronouns** are **who**, **which**, and **that**, and sometimes **what**, **as**, and **but**.

1. **Who** (singular and plural) is used for **persons**, and has possessive **whose**, objective **whom**.

2. **Which** (singular and plural) is used for animals and things, and has possessive **whose**, objective **which**.

3. **That** (singular and plural) applies both to **persons** and **things**.

25. The noun for which the relative stands is called the **antecedent**, and the relative agrees with its antecedent in number, gender, and person

The relative can in some cases be broken up into a **conjunction** (and, although, because, for) and a **pronoun**, as, *I met your brother who (=and he) told me you were here.* This is called the **co-ordinating** use of the relative. Sometimes it cannot be so broken up, as, *I am the brother of the doggie that you saved.* This is called the **restrictive** use.

The relative often introduces an **adjective sentence**¹; but it must not be forgotten that it may introduce a **principal sentence** or an **adverbial sentence**

What=the thing which, **as** after *such* or *same*, and **but**=*that not, which not, &c.*, are relatives, as, *There was not a boy or girl but counted (=who did not count) the minutes.*

EXERCISE 18.

Analyse.—1. One false move would send her headlong to a frightful death. 2. Creeping behind this barrier hand in hand we found ourselves at the goal of our excursion. 3. But Thora felt no little fear in this strangely echoing place.

EXERCISE 19

1. Parse the pronouns in “Thora.—II” 2. Pick out the nouns and say whether they are used as subject, or object, or to make qualifying phrases.

EXERCISE 20.

State whether the relative is co-ordinating or restrictive.

1. Nowhere, said Tom, *who* thought himself wise. 2. There are trees *which* provide people with bread. 3. The black people, *who* do much of the work in these islands, get their bread from a tree. 4. On this tree grew two kinds of flower, one of *which* has a little round head. 5. It is that little round head *that* becomes the fruit.

INTERROGATIVE PRONOUNS, &c.

26. The **interrogative pronouns**—pronouns used in asking questions—are **who**, **which**, and **what**, and their compounds **whoever**, &c.

Who is used for persons, **which** for persons and things, and **what** for things only. **What** is used as an adjective, without respect to gender.

27. The **demonstrative pronouns** are **this** and **that**, with their plurals **these** and **those**.

¹ See page 233.

28 The indefinite pronouns are so called because they do not specify a particular thing. They are—one, some, none, other, any, aught, each, every, either, neither, &c.

They are often used as adjectives.

EXERCISE 21

Analyse and parse words in italics.—1. In *this*, as in *many other ways*, the *bamboo* takes the place of wood or iron 2. *No Chinese merchant* goes on a voyage without his *bamboo* life-belt. 3. At last *they* bend over with the *weight* of *their grassy leaves*.

VERBS.

29. The verb is a word which asserts; as, (1) *The visitor sees houses.* (2) *Beggars squat in the sun* (3) *The ryot's life is very simple.*

30. Verbs are (1) transitive, (2) intransitive, or (3) verbs of incomplete predication.

1 A **transitive** verb requires an object after it (*word answering question asked by whom? or what?*) to complete the sense, as, *The native barber shaves (whom does he shave?) his customers (object).*

2 An **intransitive** verb does not need an object after it; as, *The blazing sun shines down* (No answer can be given to the question *whom or what does the sun shine?*)

3 **Incomplete verbs** are verbs like 'to be' that express a meaning so vague and general as to be without sense unless some word—noun, adjective, or adverb—be joined with them, as, *A walk along Cheapside is (part of the verb 'to be') dull*

EXERCISE 22.

Pick out the verbs in "The Pipes at Lucknow", and say whether they are *transitive*, *intransitive*, or *incomplete*.

VOICE

31. Transitive verbs have two voices, the **active voice**; as, *Nature provides props*, and the **passive voice**; as, *Props are provided by nature.*

32. A verb is said to be in the active voice when the doer of the action is made the subject of the assertion; as, *The Hindoos use the banyan as a temple*

33. A verb is said to be in the passive voice when the assertion is made, not of the doer of the action, but of the person or thing acted upon; as, *The roof is supported on pillars.*

1 If the doer of the action is mentioned, the name must be connected with the verb by means of a preposition.

2 The **passive voice** is made by putting the various parts of the verb to be before the **past participle** of the verb.

EXERCISE 23

1. Select the verbs in "The Sacred Fig-tree". 2. State of what kind they are 3. In the case of transitive verbs, say whether they are active voice or passive voice

EXERCISE 24.

Analyse and parse words in italics—1. *Mrs. Melville's face wore a troubled look* 2. *The dusk of the night* was rapidly succeeding the *sunlight*. 3. *Any moment I* can put out *my hand* and gather *lovely orchids* 4 *Just the day before she herself had been followed* by two *sneaking wolves*

MOOD.

34 There are five moods—the indicative, subjunctive, imperative, infinitive, and participles

35. By mood is meant the character of the assertion—whether a statement of fact, or a possibility, or a command, &c

1 The **indicative mood** states a **fact** or asks about a fact; as, *Fishes swim*; *What did you say?*

2 The **subjunctive mood** states a **condition** or hypothesis. It is called also the **conjunctive** or **hypothetical mood**; as, *If I were a bird I would fly* It is used in dependent sentences.

3 The **imperative mood** conveys a **command**, a request, or an entreaty; as, *Come, dear children, let us away.*

4. The **infinitive mood** is the verb used as a **noun**—that is, as the subject or object of a sentence, as, *To err is human, to forgive divine*

5. The **participles** are parts of the verb used as adjectives; as, *My leg is broken, The waves were dashing high*

EXERCISE 25

Analyse and parse the words in italics—1. *Then I shut my eyes tight, expecting the next moment to find myself in his jaws.* 2. *He fled through bush and briar from a terrible white monster on wheels* 3 And now *Daisy is living in a home of her own, in just such another*

place; *her husband being superintendent of a hill-station in the Western Ghauts.*

TENSE

36. Tense is the name given to the forms which the verb takes to indicate the time of that which is affirmed.

There are only *two* real tenses (that is, tenses distinguished by their form) in English, the present indefinite and the past indefinite; as, *Sir Samuel Baker tells* (present) *how he shot* (past) *a tiger.*

37. There are really three divisions of time: the present, the past, and the future. The so-called future tense in English is made by using *shall* or *will* with the infinitive of the verb, and is not a distinct form of itself.

1. An action may be stated, with regard to time, present, past, or future, as **indefinite** or as **perfect**, so that there are **six** tenses usually given in a complete mood. The perfect tenses are formed by using the verb **to have** with the participle in **ed** or **en**.

2. Each of these tenses has also an incomplete or progressive form made by using the corresponding tense of the verb **to be** before the participle in **-ing**.

TENSES

	INDEFINITE.			PERFECT.		
	<i>Present.</i>	<i>Past</i>	<i>Future</i>	<i>Present</i>	<i>Past</i>	<i>Future</i>
	I stop.	I stopped	I shall stop	I have stopped	I had stopped	I shall have stopped.
<i>Prog Form.</i> {	I am stopping	I was stopping	I shall be stopping	I have been stopping	I had been stopping	I shall have been stopping.

EXERCISE 26.

Pick out verbs in "Shooting a Tiger", and state their tenses.

EXERCISE 27.

Analyse and parse words in italics.—1. Altogether, a boy *should* think twice before deciding *to throw* in his *lot* with the tea-planters in Assam. 2 *He marches* up and down between the rows of *tea-bushes* armed with a small stick.

PERSON.

38 Person is the form of the verb which shows whether the subject is the person speaking, the person spoken to, or the person or thing spoken about.

Only in the 2nd and 3rd person singular of the present, and in the 2nd person singular of the past, does the English verb vary its form for person. The variation of the 2nd person is only used nowadays in poetry and in prayers, so that the 3rd personal form is practically the only one in general use.

The person endings of the present tense are: 2nd person sing., *est* or *st*; 3rd person sing., *s* or *eth* or *th*. Of the past tense, 2nd person sing., *st* or *t*.

NUMBER.

39. When we speak of the number of a verb we merely mean to distinguish whether its subject is singular or plural, the verb being of the same number as the subject; as, *She was a gypsy* (sing.); *Her apples were swart blackberries* (plur.).

EXERCISE 28.

Analyse and parse words in italics.—1. The dogs *thy haunches* gore. 2. *His* joys were in the chase. 3. *Alike* the generous sportsman burns *to win* the blooming fair.

STRONG AND WEAK VERBS.

40. The verbs that make their past tense merely by a vowel change are said to be strong verbs or irregular verbs; as, pres. *write*, past *wrote*.

41. The verbs that add a *d* (or *t*) sound to make the past tense are called weak verbs, even if they also change the vowel sound; as, pres. *tell*, past *told*; pres. *grant*, past *granted*.

Strong verbs formerly made their past participles in *en*, as many still do.

EXERCISE 29.

Select the verbs in "The Beginning of the Railways". Give their past tense and their past participle.

EXERCISE 30.

Analyse and parse words in italics.—1. A man carrying a flag led the way on a horse. 2. Four years later the first passenger railway was opened between Liverpool and Manchester. 3. Stephenson was rightly regarded as the foremost railway inventor of the day.

CONJUGATION OF VERBS

42 Verbs are conjugated as follows —

INDICATIVE MOOD.					SUBJUNCTIVE MOOD				
<i>Sing. Present Tense</i>					<i>Sing. Present Tense</i>				
1st.	(I)	grant	write	am	1, 2, 3	If (<i>I, thou, or he</i>)	grant,	write,	or be
2nd	(Thou)	grant est	write st	ar t					
3rd	(He)	grant s or	write s or	is					
		grant eth	write th		<i>Plur</i>				
<i>Plural</i>					1, 2, 3	If (<i>we, you, or they</i>)	grant,	write,	or be
1, 2, 3.	(We, you, or they)	grant,	write,	or are					
<i>Sing. Past Tense</i>					<i>Sing. Past Tense</i>				
1st	(I)	grant ed	wrote	was	1, 2, 3.	If (<i>I, thou, he</i>)	grant ed	wrote	were
2nd	(Thou)	grant ed st	wrote st	was t					
3rd	(He)	grant ed	wrote	was					
<i>Plural</i>					<i>Plur.</i>				
1, 2, 3.	(<i>We, you, or they</i>)	granted,	wrote,	or were.	1, 2, 3.	If (<i>we, you, they</i>)	grant ed	wrote	were.
Imperative Mood					grant				
Infinitive Mood.					to grant				
Participles { <i>Pres</i>					grant ing				
{ <i>Past.</i>					grant ed				
					writ ing				
					writ ten				
					be ing				
					be en				

EXERCISE 31.

Select the verbs in "Coal", and state their mood, tense, person, number.

EXERCISE 32.

Analyse and parse words in *italics*.—1. Campbell succeeded in moving the train. 2. On *they went* with *thundering* crank and grinding steel. 3. *They dashed* with another roar under the bridge beyond the junction.

AUXILIARY VERBS

43. English being deficient in tense forms, &c., the various tenses, &c., are made up by means of certain verbs, called on that account auxiliary or aiding verbs, such as *have, shall, will, do*.

INDICATIVE MOOD.					SUBJUNCTIVE MOOD				
<i>Sing. Present Tense.</i>					<i>Sing. Present Tense</i>				
1st.	(I)	have	shall	will do	1, 2, 3.	If (<i>I, thou, or he</i>)	have,	shall,	will, do.
2nd	(thou)	ha st	shal t	wil t do st					
3rd	(he)	ha s or ha th	shall	will does or doth					
<i>Plural</i>					<i>Plural.</i>				
1, 2, 3.	(<i>We, you, or they</i>)	have,	shall,	will or do.	1, 2, 3.	If (<i>we, you, or they</i>)	have,	shall,	will, do

INDICATIVE MOOD					SUBJUNCTIVE MOOD.	
<i>Sing</i>	<i>Past Tense</i>				<i>Sing. Past Tense.</i>	
1st (I)	ha d	shoul d	woul d	did	1, 2, 3. <i>If</i> (I, thou, or he)	
2nd. (thou)	ha d st	shoul d st	woul d st	did st	had, should, would, or	
2nd (he)	ha d	shoul d	woul d	did	did.	
<i>Plural</i>					<i>Plural</i>	
1, 2, 3 (<i>We, you, or they</i>)	had, should, would or did.				1, 2, 3. <i>If</i> (<i>We, you, or they</i>)	had, should, would, or did.
Imperative Mood		have		do		
Infinitive Mood		to have		to do		
Participles.		{ <i>Pres</i>		having		do ing
		{ <i>Past</i>		ha d		do ne

EXERCISE 33.

Select and parse the verbs in "A Railway Chase.—II."

EXERCISE 34

Analyse and parse words in italics—1 Elizabeth *grew* up a gay lively girl *fond* of attending balls 2. *Old* and *young* were huddled together. 3. Before *her death* in 1845 this noble woman *did* much good *work* in other ways at home and abroad.

USE OF AUXILIARIES

44. **Shall** or **will** followed by the **infinitive** makes the **future tense**, as, *I shall write to-morrow*; *He will find his friend*

45. **Have** and its past **had** followed by the **past participle** make the **perfect** and **pluperfect** tenses respectively, as, *The ship has sailed* (perfect), *War had prevented* (pluperfect) *their getting supplies*.

46. The verb **to be** followed by the **participle** in **ed** or **en** forms the **passive voice**; as, *He was taken to London* The verb **to be** followed by the **participle** in **ing** forms the **progressive form** of the verb; as, *He is coming*.

47. The verb **to do** followed by the **infinitive** makes the **emphatic form** of the verb and also the **interrogative**

EXERCISE 35.

Select the verbs in "Jorgen Jorgenson —II.", and parse them fully

EXERCISE 36.

Analyse and parse words in italics—1. The walls *were built* of upright slabs of wood. 2. *We have been* fortunate enough never to lose any of our stock. 3. In the *daytime* we *did* not mind them so much.

ADVERBS

48. An adverb is a word that qualifies (*modifies* or *limits*) a verb, an adjective, or another adverb.

EXAMPLES: *The sticks bend inward. We had very narrow escapes. He jumped far too much.*

49 Adverbs are classed as:—(1) Adverbs of place, answering the question *where? whither? whence?* as *here, there, thither, thence*.

(2) Adverbs of time, answering the question *when? how long?* or *how soon? how often?* as *now, ever, seldom*.

(3) Adverbs of manner, answering the question *how?* as *wisely, slowly, steadily*

(4) Adverbs of degree, answering question *how?* as, *enough, far, very*.

(5) Adverbs of cause, answering question *why?* as, *why, wherefore*.

(6) Adverbs of affirmation or denial; as, *yes, no, perhaps*.

Adverbs of manner and some adverbs of degree are compared pos *well*, comp. *better*, sup *best*

While an adverb may either **precede** or follow the **verb** it qualifies, it invariably **precedes** the **adjective** or **adverb**.

EXERCISE 37.

Select and classify the adverbs and adverbial phrases in "Song of the Danish Sea-King".

EXERCISE 38.

Analyse and parse words in italics—1. *Our thrushes now are silent*
2. *Robin sings so sweetly in the falling of the year.* 3 What will this poor Robin do?

PREPOSITIONS

50. A preposition is a word put before a noun or a pronoun to make a qualifying phrase, adjective or adverbial.

EXAMPLES *Our eagle-wings of might we stretch. Our bark is on the waters*

A **phrase** is a group of words performing the office of a single part of speech; an **adjective phrase**, therefore, is a phrase qualifying a noun, and an **adverbial phrase** a phrase qualifying a verb

EXAMPLE *The warrior of the land may back the wild horse (adj. phrase). We shoot into the untracked deep (adv. phrase).*

51. Prepositions are usually said to connect **words**; or to show the relation of a noun or pronoun to another noun or pronoun, to a verb, or to an adjective.

EXERCISE 39.

Select the prepositions in "Jacky Jacky"; write out the phrases of which they form a part, say whether the phrases are adjective or adverbial.

EXERCISE 40.

Analyse and parse words in italics.—1. Gray *sank down* on the ground *again*. 2 *Towards* noon the clouds *gradually cleared away*. 3 *Every moment* he *hoped to see* trees rise on the horizon.

EXERCISE 41.

Select the prepositions in "Australian Recollections". State what are the words they connect.

EXERCISE 42

Analyse and parse words in italics—1. The *next* farm to *ours* belonged to a runaway sailor *named* Farleigh. 2. The river roared *along between its* rocky banks 3. *We must have gone fully five miles into* the Ranges.

CONJUNCTIONS.

52. A **Conjunction** is a word used to connect words, clauses, or sentences.

EXAMPLES: *James and John were the sons of Zebedee*

I plugged up the hole, but he managed to get out.

A **Clause** is a sentence connected with another sentence by means of a conjunction or a relative pronoun. It forms with that sentence a **complex sentence**, in which the clause does the work of a single part of speech, **noun, adjective, or adverb**.

EXERCISE 43.

Select the conjunctions in "Dot's Claim.—II." State the clauses or sentences they join.

EXERCISE 44.

Analyse and parse words in italics—1. His manager, *M'Nab*, was *as hard-working and active as* himself. 2. The sheep *had been divided into* three groups. 3. *An hour* before dawn he sprang suddenly up.

KINDS OF CONJUNCTIONS

53 Conjunctions are divided into (1) **Co-ordinate conjunctions**—conjunctions joining independent propositions, and (2) **Sub-ordinate conjunctions**—conjunctions joining a dependent clause to a principal sentence.

EXAMPLES: *The men shouted, and the place was in an uproar*
(co-ordinate).

This was better, as he was now sure of going forward
(subordinate).

EXERCISE 45.

Select the conjunctions in "An Australian Flood.—II." Say whether they are principal or subordinate.

EXERCISE 46.

Analyse and parse words in italics.—1. Girls and boys of the present day can hardly imagine what deep feeling swept through the country. 2. Men and horses were perishing for want of food. 3. Her presence filled the poor sufferers with patience and courage.

EXERCISE 47

Pick out the phrases and the clauses in "Santa Filomena", and say whether they are used for nouns, adjectives, or adverbs

CO-ORDINATE CONJUNCTIONS

54 CO-ORDINATE CONJUNCTIONS are (1) **copulative**, as *and*, *also*; (2) **disjunctive**, as *either*, *or*, *else*; (3) **adversative**, as *but*, *yet*; and (4) **illative**, as *for*, *therefore*.

Copulative and disjunctive conjunctions sometimes join words

EXERCISE 48.

Select the co-ordinate conjunctions in "On a Karroo Farm"; say what they join

EXERCISE 49.

Analyse and parse words in italics.—1. Behind them, four miles away, runs a sluggish river. 2. Then the heavy old bull leading the troop tosses his head. 3. The long black hair and upstanding manes gives a false impression.

SUBORDINATE CONJUNCTIONS.

55. SUBORDINATE CONJUNCTIONS are (1) those introducing a noun clause, as *that, whether*. EXAMPLE. *The hunter sees now that it is time to take action.*

(2) An adverbial clause, as *when, since, if, that*. EXAMPLE *As the spurs go in they spring forward.*

(3) An adjective clause, as *where, when*. EXAMPLE. *I visited the place where the poet was born.*

The words *where, when, &c.*, used to introduce adjective clauses are sometimes called **conjunctive adverbs**.

EXERCISE 50

Select the subordinate conjunctions in "A Race with a Kaffir"; say what kind of clause they introduce.

CLAUSES, &c.

56. Instead of the noun as subject or object of the sentence we may have—

(1) A pronoun, (2) an adjective, (3) an infinitive phrase, (4) a participial phrase, (5) a clause.

EXAMPLES.

- (1) *We strolled down to the winning-post* (pronoun).
- (2) *The two walked along the road* (adj.).
- (3) *To hunt wildebeest is exciting* (infin. phrase).
- (4) *Walking in the country is pleasant* (participial phrase).
- (5) *Where he had gone was not known* (clause).

Such a **noun clause** is called sometimes a **subordinate noun sentence**.

A **noun clause** is very often used in apposition to the impersonal subject *it*; as, *It seems strange that these beautiful stones should be dug out of the earth* (noun clause).

EXERCISE 51.

Pick out the noun clauses in "A Diamond Field". Say whether they are subject or object.

57. Instead of an adjective to qualify a noun, we may have (1) a noun or pronoun in possessive case, (2) a noun in apposition, (3) an infinitive phrase, (4) a participial phrase, (5) a prepositional phrase, (6) a clause.

EXAMPLES.

- (1) *Segani's lugh was soon heard* (noun poss.).
The English crowd round their champion (pron. poss.).
- (2) *A Scotch gentleman, Mr Frederic Moir, set out for Central Africa* (noun in appos)
- (3) *He had a long story to tell* (inf phrase).
- (4) *The waves breaking over him frightened me* (part. phrase)
- (5) *A foot of water covered the bottom of the boat* (prep phrase)
- (6) *One splendid fellow who came to my help was shot* (clause)

Such an **adjective clause** is called sometimes a **subordinate adjective sentence**

EXERCISE 52.

Select the adjective clauses in "The Frigate and the Galleys.—I." Say what nouns they qualify.

58. Instead of an adverb to qualify a verb, we may have (1) an infinitive phrase, (2) a participial phrase, (3) a prepositional phrase, (4) a clause.

EXAMPLES.

- (1) *To begin with, the frigate had caught his galley alone* (inf phrase).
- (2) *Down came the Merry Maid, her flag fluttering bravely at the peak* (part. phrase).
- (3) *Away she went on the westerly tack* (prep. phrase).
- (4) *When I have done, I shall fire the powder magazine* (clause).

Such an **adverbial clause** is called a **subordinate adverbial sentence**

EXERCISE 53.

Select the adverbial phrases in "The Frigate and the Galleys.—II." Say of what they consist.

EXERCISE 54

Analyse and parse words in italics.—1. *Just then* the report of a gun was heard. 2. I have plenty of food and ammunition *down here*. 3. He limped along *to deliver* his sword to their commander.

INTERJECTIONS.

59. An **interjection** is an **exclamatory word**, as *Alas!* It has no grammatical connection with other words.

PARSING.

In Analysis the sentence is divided up into its parts—*Subject*, *Predicate*, *Object*, &c., and their work in the sentence is stated

In PARSING each word is described:—

- (a) As to the class to which it belongs (*Part of Speech*);
- (b) As to its form and derivation (*Accidence*);
- (c) As to its relation to other words in the sentence (*Syntax*).

PARSING SCHEME.

PART OF SPEECH.	DESCRIPTION.
Noun.	Kind of Noun Person, Number, Gender, Case Relation to verb or preposition or noun.
Pronoun	Kind of Pronoun. Person, Number, Gender, Case Relation to noun, verb, or preposition
Adjective.	Kind of Adjective. Degree of comparison. Relation to noun or pronoun.
Verb	Kind of Verb Voice, Mood, Tense, Person, Number. Relation to noun or pronoun or verb
Adverb.	Kind of Adverb. Degree of comparison Relation to verb, adjective, or adverb
Preposition.	Relation to noun or pronoun
Conjunction.	Kind of Conjunction Relation to words or sentences

EXAMPLE: *O'er fields and through brakes they fly.*

O'er	prep governing <i>fields</i> "O'er fields"=adverb qualifg. <i>fly</i> .
Fields	noun, com., plur. num; neut. gen.; obj. case after preposition <i>o'er</i> .
And	conj., cop. co-ord; joining sentences "They fly o'er fields", "They fly through brakes".
Through	prep governing <i>brakes</i> . "Through brakes"=adverb qualifg. <i>fly</i> .
Brakes	noun, com; plur. num; neut. gen; obj. case after preposition <i>through</i> .
They	pronoun, personal; 3rd pers; plur. num, nom. case, subject of sentence.
Fly	verb, intrans., strong conjug.; indic mood, pres. tense; 3rd pers, plur num; agreeing with its subject <i>they</i> .

ADDITIONAL EXERCISES.

EXERCISE 55.

Analyse the sentences, and parse words in italics.—1. On eagle wings of might we *stretch* before the gallant wind. 2. The haughty

elements *alone dispute* our sovereignty. 3 *No landmark doth our freedom let.* 4. No law of man can mete the sky which arches o'er our head. 5. A nobler tilt our bark careers as it quells the saucy wave.

EXERCISE 56.

Parse the words in italics.—1. Robin sings so sweetly in the falling of the year. 2. The leaves come down in hosts. 3. The trees are Indian princes. 4. The leathery pears and apples hang russet on the bough. 5. 'Twill soon be winter now.

EXERCISE 57.

Analyse the sentences, and parse words in italics.—1. Flowers, cast in by a laughing child, float by, as they slowly drink. 2. The horses wild, with high arched neck, as we passed would turn. 3. The jackass laughs above in the trees. 4. The day is past in the forest deep, where the slanting moonbeams play. 5. The trees will sleep in the moon's soft light that closes Australia's day.

EXERCISE 58

Analyse the sentences, and parse words in italics.—1. In that house of misery a lady with a lamp I see pass through the glimmering gloom. 2 The speechless sufferer turns to kiss her shadow as it falls upon the darkening walls. 3. On England's annals, through the long hereafter of her speech and song that light its rays shall cast.

EXERCISE 59

Analyse the sentences, and parse words in italics.—1. Of the deathless ones who shine and live in arms in arts or song the brightest the whole wide world can give to that little land belong. 2. For the lion-spirits that tread the deck have carried the palm of the brave. 3. For a glorious charter is breathed in the words "I'm an Englishman".

EXERCISE 60.

Analyse sentences, and parse words, phrases, and clauses in italics.—1. The spirits of your fathers shall start from every wave. 2. Where Blake and mighty Nelson fell your manly hearts shall glow. 3. With thunders from her native oak she quells the floods below, as they roar on the shore.